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OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING
RICHMOND, DECEMBER 28, 29

REACTION OF FACULITES TO DEPRESSION

REGIONAL AND CHAPTER ACTIVITIES

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EDITORIAL NOTE

The most important announcement in the current *Bulletin* is naturally that of the taking office on June 1 by Professor Himstead as the General Secretary of the Association. His initial letters to the chapters of the Association and to the Council are too recent for extended quotation in the present *Bulletin* but will be referred to more fully in the November issue, which will also contain the preliminary program for the annual meeting with nominations for new members of the Council.

The present *Bulletin*, reflecting various forms and degrees of activity during the vacation period, has little that calls for extended editorial comment. No formal investigations have been carried on during the summer but a brief report on the University of Arizona is in preparation.

The work of the Committee on Effect of Depression and Recovery on Higher Education has been energetically prosecuted, and a particular phase of it is somewhat fully presented in this issue. It is hoped that the conditions there indicated will serve in some measure as a basis for chapter discussion during the fall, and that other phases of the Committee's work will be presented for this purpose in the November *Bulletin*. The October chapter letter just issued presents for particular attention certain questions connected with the organization and management of departments, a matter of the greatest importance in many institutions.

The suspension of the Appointment Service leaves it still possible to publish information about vacancies and teachers available, with elimination of the previous responsibility of the Washington Office for selection and nomination of individuals. Such publication should help determine whether there is a useful place under American conditions for this form of service to institutions and to members of the profession.

NOTES AND ANNOUNCEMENTS

ANNUAL MEETING

The twenty-third annual meeting will be held at Richmond with the Modern Language Association, December 28-29. The preliminary program is to be published in the November issue.

NOTES FROM THE WASHINGTON OFFICE

Professor R. E. Himstead, elected General Secretary at the last annual meeting, took charge of the Washington Office June 1, relieving Professor Tyler, who had served as Acting General Secretary until that date.

On recommendation of President Carlson the Executive Committee has appointed Professor Florence P. Lewis, a member of the Council, Treasurer *ad interim* from September for the remainder of the calendar year pending action by the Association on the question of incorporation.

The Committee to Nominate Officers held a meeting in Washington, August 29. Its report will be published in the November issue.

Professor Dinsmore Alter, as a member of the Committee Q on Required Courses in Education, has accepted the chairmanship in succession to Professor K. P. Williams, who continues as a member of the Committee. There are still vacancies in the important chairmanships of the Committee on Academic Freedom and Tenure and that on the Economic Condition of the Profession.

The fall meeting of the Council has been called for Saturday, October 17, at the Stevens Hotel, Chicago. The location is in line with the general policy of the Association to hold one of its three regular meetings in Chicago unless the preceding or following annual meeting is in that part of the country.

ASSOCIATION OF AMERICAN COLLEGES

In the May issue of the Bulletin of the Association varied articles and quoted extracts are grouped in four main sections, The College and Integrating Trends, The College and Public Affairs, The College and Peace, and The College and Economic Security.

The description by President E. H. Wilkins, of Oberlin College, of the active and influential peace society in his institution is of special interest. In the last-named section reports of marked increases in the employment of recent graduates of a number of institutions are given in some detail. At Yale, it is noted, 58 companies sent representatives to New Haven in the spring of 1935 to interview seniors, as compared with 36 in the spring of 1934 and 22 in 1933. Since the latter year business

placements more than doubled and the proportion of all senior registrants assisted by the personnel office in securing positions rose from 25 to 51 per cent.

AMERICAN ASSOCIATION FOR ADULT EDUCATION

The Annual Report of the Director for 1935-36 summarizes the ten-year record of the Association in tabular form, with the sub-titles Adult Education—General, Adult Elementary Education and Education for the Foreign Born, Alumni Education, Citizenship Education, Community Studies and Projects in Adult Education, Drama and Adult Education, Emergency Education and Cooperation with the Federal Government, Forums, International Adult Education, Libraries and Adult Education, Museums and Adult Education, Music and Adult Education, Negro Adult Education, Occupational Education, Parent Education, Radio Education, Recreation, Research in Adult Education, Rural Adult Education, Science and Adult Education, Training of Teachers and Leaders, University Extension, Urban Organizations Offering Cultural Programs, Workers' Education.

The tenth anniversary meeting was held in New York, May 18-21.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION, STATEMENT ON ACADEMIC FREEDOM

The following statement was adopted by the National Catholic Educational Association at its convention in New York City on April 16:

"... Academic freedom is not academic license. It does not guarantee to any individual the right to teach whatever he pleases nor to impose on the immature, the uncritical, the unwary, his own untested intellectual idiosyncrasies. It must not be forgotten that man is essentially a social being, that he is begotten by and must live with his fellows. There are truths that underlie the proper and just association of man with man. To these truths we have a sacred obligation.

"Academic freedom is freedom to teach what is true and to receive instruction in what is true. When it comes to defining what is true, Catholic education seeks the guidance not only of the natural law but of the supernatural revelation that has come to us from God through Jesus Christ, Our Lord, and which is interpreted for us by the church. This truth we insist on our right to teach. . . .

"The state has no authority to determine what is and what is not true. Its function is to see that adequate provisions are made for the education of all its citizens and that in every field that is necessary for the common welfare. When, in the name of academic freedom, things are taught that violate the fundamental moral law, the state has the duty to intervene for the protection of its citizens and the preservation of its own existence.

However, there is no room in a free country for any centralized, political domination of education. Let not the schools be made the playthings of politics nor the organs of a false patriotism. Teachers are not civil servants—they are the agents of the home. When they are forced by law to take oaths of allegiance to the government, a step is being taken in a dangerous direction. The logical eventuality will be state monopoly of schools and an education based on political indoctrination. . . .”

FELLOWSHIPS AND GRANTS IN AID

The three fellowship Boards of the National Research Council last spring considered 174 applications for the post-doctorate fellowships administered by the Council and 21 requests for reappointment from the fellows of last year. From these the following appointments were made of fellows for the current academic year: in the physical sciences 10 new fellows and 8 reappointments; in the medical sciences 8 new appointments and 3 reappointments; and in the biological sciences 21 new appointments; making a total of 50 fellows under appointment this year.

Funds for making individual grants in aid of research, of which the Council has had the administration for the past several years, will not be continued after this year, except for a limited fund for the support of investigations in the medical sciences.

The annual list prepared by the Council of scholarships and fellowships supported by industrial corporations names some 275 positions maintained this year at universities, colleges, and technical schools.

A limited number of fellowships and assistantships are administered under the international student exchanges of the Institute of International Education for graduate study abroad for American students. The exchange appointments are dependent on normal conditions in Europe. Applications, with accompanying papers, must be filed on or before February 1. Further information may be obtained from the office of the Institute, 2 West 45th Street, New York City.

Applications for the Guggenheim Fellowships for 1937 should be made by November 1 in prescribed form addressed to Henry Allen Moe, Secretary, John Simon Guggenheim Memorial Foundation, 551 Fifth Avenue, New York, N. Y. Final selection of fellows for 1937-38 will be made in March, 1937. Application forms will be mailed by the Secretary upon request.

The C.R.B. Educational Foundation announces a limited number of advanced fellowships for study in Belgium. Candidates must be American citizens, in good health, with an adequate speaking and reading knowledge of French or Flemish, members of the faculty of an American college, university, or research institute, and with definite plans for in-

dependent study or research in Belgium. Applications must reach the Fellowship Committee, C.R.B. Educational Foundation, 420 Lexington Avenue, New York City, before December 15 for appointments for 1937-38. Successful candidates will be notified about March 1, 1937.

Announcement has been received of fellowships open for graduate study for one year in the Scandinavian countries through the American Scandinavian Foundation. Candidates must have been born in the United States or its possessions, be capable of original research and independent study, and each must submit a definite plan of study. It is desirable that they be college graduates and familiar with at least one language in addition to English—preferably Swedish, Danish, or Norwegian. The stipend is \$1000. Applications, including letters of recommendation and photographs, must be filed at the office of the Foundation, 116 East 64th Street, New York City, before March 15, 1937.

Special endowment funds give the American Association for the Advancement of Science a limited income which, in accordance with the conditions of the donors, may be used in making small grants to individuals for the encouragement of research. For the coming year the sum placed at the disposal of the committee on grants is \$2000. The committee has favored recently the use of this fund to aid in the completion of important projects which have been carried to the point where but little is needed to finish the work. Special application blanks may be secured from the office of the permanent secretary, Smithsonian Institution Building, Washington, D. C. Grants in aid of publication of research will not be considered under this heading. Applications for grants for 1937 must be received at the permanent secretary's office on or before October 30.

The Social Science Research Council offers pre-doctoral fellowships for graduate study for the year 1937-38. The closing date for the receipt of applications on blanks to be secured from the Fellowship Secretary is March 15, 1937. Inquiries should be addressed to the Social Science Research Council, 230 Park Avenue, New York City. Each candidate must submit a letter from the chairman of the department in which he has pursued his major undergraduate study, in support of his application, before blanks will be sent to him.

A limited number of small grants, ordinarily not exceeding \$300, are available through the American Council of Learned Societies to individual scholars to assist them in carrying on definite projects of research, already commenced, in the humanistic sciences: philosophy, philology, literature and linguistics, art and musicology, archeology, and cultural and intellectual history. Applicants must possess the doctorate or its equivalent, must be citizens or permanent residents of the United States or Canada, and must be in personal need of the assistance for which they

apply and unable to secure it from other sources. Application forms and further information may be had from the Secretary for Fellowships and Grants, American Council of Learned Societies, 907 Fifteenth Street, N. W., Washington, D. C.

RESEARCH PROJECTS IN THE WORKS PROGRESS ADMINISTRATION

A total of 60 colleges and universities in 38 states are now participating in various research projects financed by the W.P.A. under the sponsorship of the U. S. Office of Education. Among these investigations the following are participated in by groups of institutions ranging in number from 9 to 31: student mortality in institutions of higher education, economic status of college alumni, relation between certain factors in high school education and success in college, and economic status of rural teachers. Forty research studies have been authorized. According to the latest report over four hundred former college and graduate students, and college graduates taken from relief rolls, are employed in this work under the supervision of college staff members.

TEACHERS INSURANCE AND ANNUITY ASSOCIATION

The Teachers Insurance and Annuity Association has recently issued a revision of a publication entitled "Planning a Retirement System," first printed in 1934. The 1936 revision differs substantially from each of two earlier editions. It centers about a form of Resolution embodying the clauses of a complete college pension plan such as the governing body of an institution might adopt to inaugurate a retirement system. The draft includes a number of blanks to be filled in in such a way as to adjust the finished resolution to the needs of different institutions. Although it is only a suggestion intended to serve as an aid to discussion, it indicates the kind of provisions that the Association's experience with the workings of many college pension plans has led it to regard as desirable in any academic retirement plan.

The pamphlet (39 pages) is largely a discussion of the various provisions of this Resolution and thus treats the various problems that arise in connection with the formulation and operation of retirement provisions.

Individuals and committees that have the problem of working out retirement plans for different institutions will hardly fail to find it useful.

ASSOCIATION OF UNIVERSITY TEACHERS

In the April issue of the *Universities Review* a brief, concise description of actual conditions prevailing in German universities, signed by A. V. Hill, F. Gowland Hopkins, President of the British Association for the Advancement of Science, and F. G. Kenyon, of the British Museum, in

reply to an article by Dr. Köster in the previous issue of the Review, states that not only are faculty members selected according to strictly political standards, but that the students are admitted on the same basis. "About one-third of the time of the students is occupied in drill and in para-military exercises." The conditions are summarized thus: "A German university under the new régime is as to one part a regiment preparing for war, as to the other an intellectual concentration camp."

From the Presidential Address of S. Brodetsky are quoted the following passages:

"The Association of University Teachers is now a well-established institution in the university life of this country; and of about 2600 professors, lecturers, assistant-lecturers, and demonstrators who teach in the universities of England and Wales, omitting the Universities of Oxford and Cambridge, some 1700, that is about two-thirds, are members of the Association. . . .

"The problem still remains whether the general student and the specialist student should be trained in the same universities. The American experiment of distinguishing between institutions which do only undergraduate work and those which devote themselves entirely to postgraduate work, culminating in that remarkable institution founded at Princeton a few years back, to which the ablest brains of the country are recruited for training by and intercourse with the most eminent authorities of the day, should be carefully watched. For it has been proposed that some universities, perhaps Oxford and Cambridge, might become such institutions in this country. But probably we shall in this country retain the combination of both undergraduate and postgraduate university activities at the same institution, and I am inclined to believe that for most university teachers, as well as for most students of both categories, it is a great advantage to have this mixture. There is, of course, the type of university professor whose 'paradise is to be left to extend the bounds of knowledge with the aid of the most rigorously selected youth of the nation.' And a brilliant researcher to whom this is paradise should certainly not be disturbed in his paradise. But one of the most glorious traditions of Oxford and Cambridge has been the existence of that other paradise in which the scholar, surrounded by youth, stimulates it to read and think and discuss. I would not force every researcher to teach, although there is hardly room in the university for the teacher who does not research. But I would strongly deplore the segregation of different types of students or the division of university teachers into the category of those who do only research and are not bothered with students, and those who have to do the menial side of university life, namely teaching. I deny that teaching is the menial side of university life. There can be as much delight in deliver-

ing a lecture on well-established knowledge as in discoursing on a new discovery. This depends on the lecturer. . . .

"The very words 'academic freedom' do not connote to most people what it has become in the present generation. Galileo suffered for his scientific opinions, and his sufferings began when in the year 1591 he was forced to resign his Chair at the University of Pisa because of his doctrines, which differed from the accepted views of Aristotle. Less than a century ago religious views played a very important part in the problem of academic freedom. But this is not the problem of academic freedom today. When, at the International Congress of Universities at Oxford a year and a half ago, the representative of the German universities declared that academic freedom was the very foundation of all university life in Germany, he probably did not understand why the majority of his hearers were obviously amused. When, at the conference on academic freedom some months back, a representative of Russian academic life described with great joy how the Soviets permitted a Darwin celebration, he spoke mere irrelevancies. Academic freedom in the past meant the freedom of the teacher to teach the results of his investigations, no matter whether they agreed with the traditional views on science and religion. You may still have to fight 'fundamentalism' in some of the backwoods today, but academic freedom is now a political and economic problem. I shall not talk about the racial aspect of academic freedom in Germany, because this is obviously irrelevant to all intelligent consideration of university life. . . ."

In an extended review of the Report of the University Grants Committee for the period 1929-30 to 1934-35, a particularly significant document, the following summary statements and extracts from the report are taken:

"The total number of full-time students at the sixteen Universities, the three University Colleges, and the two Technical Colleges recognized for grant aid in Great Britain is now (1934-35) 50,638, of whom roughly one-fourth are women students. During the past period of six years this represents an increase of about 11 per cent in the total number as compared with an increase of 3 per cent in the preceding period 1923-24 to 1928-29. . . ."

"The extent to which the facilities of a University education are now available to the children of parents of restricted means is further illustrated by information in our possession which indicates that at least 50 per cent of the students in the provincial Universities of the country began their education in public elementary schools. . . . It may indeed be said that at the Universities of the country today, including Oxford and Cambridge, there is a greater opportunity for an intermingling of classes and of representatives of every section of society than could

easily be found at any other corporate or public institution. . . .

"The Committee conclude their survey of problems . . . : 'At the present time a special responsibility rests on the British Universities in regard to a training for life. In many of the countries of Europe, mighty energies have been unloosed and fundamental changes in the social structure have been effected, based on convictions passionately embraced and ruthlessly enforced. In those countries independent thought and critical discussion of the principles of government or of the meaning of life are no longer possible, even in the Universities. On the other hand, in the countries in which there is still no obstacle to freedom of thought, there appears to be much confusion of belief in regard to fundamental issues, and too often an apathy or absence of any conviction, arising from failure to think seriously about these issues, a failure due sometimes to an inner inhibition, an unconfessed fear of the possible consequences of such thinking. Here arises the responsibility of the Universities. They are the inheritors of the Greek tradition of candid and intrepid thinking about the fundamental issues involved in the life of the individual and of the community, and of the Greek principle that the unexamined life is no life for man.' The question of the true purpose of a university education has a bearing on the question of the number of those who ought to receive it, as well as on the form which it ought to take. . . ."

Among other important sections in the report are those on Salient Developments—Number of Full-time Students, Income of University Institutions, and Building Improvements; Student Problems—The Relation between Student and Teacher, The Position in the Local Government Service; Staff Problems—Salaries, Teaching Developments, Status, Teaching and Research; Libraries and Reading; Postgraduate Scholarships; and Adult Education.

It is noted editorially that before the Parliamentary elections of last fall the statement of the Association on academic freedom was sent to all candidates for university seats for the purpose of securing a public expression of their views on this subject. The results of this inquiry show that both university members of Parliament and defeated candidates are on the whole "alive to the value of academic freedom." In this connection is the statement: "The Association of University Teachers will continue in the future, as it has in the past, to watch over its members' rights, but we still believe that at no time in recent years was the freedom of university teachers in this country seriously in jeopardy."

In commenting upon the Fifth Congress of Universities of the Empire, taking place at Cambridge in July, it is observed:

"These gatherings, which afford British universities an opportunity of clarifying and pooling their ideas, have already justified their incep-

tion, and in the future they are almost certain to acquire greater significance. . . . In the future, as the individual nations of the British Commonwealth grow stronger, the whole system will depend more, and more upon the intangible links of mutual knowledge, forbearance, and sympathy. This being so, it is vital that the universities of the Empire should know and understand each other, for they are the nurseries of the public men who in the days to come will determine imperial policy. Such gatherings, therefore, as the Congress of Universities of the Empire are to be welcomed, and may their importance, size, and frequency increase.

"The time has now come when those who organize them must consider the policy of holding them alternatively at home and overseas. The people of these islands have much to learn from the Dominions and India, just as their peoples have much to learn from Great Britain. We should like to see a stream of British students flowing outward to Empire universities, just as we welcome the flow of overseas students to the universities of this country. The great work which these Congresses can help to do must not be jeopardized by that spirit of metropolitan complacency which in the political sphere has on more than one occasion in the past half-century endangered the very existence of the Empire."

Other material of interest in this issue includes articles on Safeguarding the Health of the Students, by Dr. Duvernoy of the University of Besançon; Universities and other Institutions of Higher Education in Hungary, by Zoltan de Magyary; and Federal Aid to College Students in the United States of America, by Esther Crane.

INTERNATIONAL BUREAU OF EDUCATION

In the issue for the first quarter 1936, number 38, is an interesting section "Education for Peace and International Cooperation" summarizing various movements and meetings in Europe designed to promote international amity. Of special note may be mentioned the World Youth Congress at Geneva, August 31 to September 7, the circulation of films of an educational character, a resolution passed by the International Film Congress at Berlin in April condemning all films likely to create misunderstandings among nations, and the resolutions adopted by the Council of the League of Nations in January in favor of more impartial textbooks in history.

INTERNATIONAL UNIVERSITY CONFERENCE

The Association had no representative at the Heidelberg Conference, in regard to which information will be published in a future issue of the *Bulletin*.

DATES OF MEETINGS

Association of American Medical Colleges, Atlanta, Georgia, October 27-29, 1936.

American Institute of Physics, New York, New York, October 29-31, 1936.

Association of American Universities, University of Texas, Austin, Texas, November 4-6, 1936.

Association of Urban Universities, Wayne University, Detroit, Michigan, November 9-10, 1936.

American Society of Zoologists, Atlantic City, New Jersey, December 29-31, 1936.

Second National Conference on College Hygiene, Washington, D. C., December 28-31, 1936.

Association of Land Grant Colleges and Universities, Houston, Texas, November 16-18, 1936.

American Public Health Association, New Orleans, Louisiana, October 20-23, 1936.

National Conference on Educational Broadcasting in the United States, Washington, D. C., December 10-12, 1936.

American Economic Association, Chicago, Illinois, December 28-30, 1936.

The American Association for the Advancement of Science with a large number of affiliated organizations will meet at Atlantic City, New Jersey, December 28-January 1. An advance announcement calls particular attention to the important system of exhibits of scientific apparatus, equipment, and publications organized for the meeting, of which a description will be published in *Science* about December 1.

COMMITTEE REPORTS AND NOTES

AUTHOR-PUBLISHER CONTRACTS¹

AUTHORS, ATTENTION, PLEASE!

The Committee on Author-Publisher Contracts needs your help. It is drafting a form of model contract, which will be available to all members of the Association, and the terms of which can be adopted by reference to the Association's 'Model Contract A.' The committee needs forms of contracts which have been good or bad, complete or incomplete, and it needs your suggestions, and comments upon your experiences. This is a very important matter. Address all communications to the Chairman, Professor Joseph M. Cormack, 3660 University Avenue, Los Angeles, California, and state whether you wish any materials sent him returned.

ACADEMIC FREEDOM AND TENURE

PACIFIC UNIVERSITY, TENURE CONDITIONS

The following correspondence will be of interest to members who may have occasion to consider connection with this institution:

"May 2, 1936

President John F. Dobbs
Pacific University
Forest Grove, Oregon

Dear President Dobbs:

I regret to have to write you that information coming to us from more than one source indicates that conditions of tenure in your institution have become so unstable that it may be necessary for us to consider removing the institution from our eligible list. We recognize, of course, that financial difficulties have in many cases been extremely serious during recent years and have no wish to act summarily if there is reasonable hope of early improvement.

I am enclosing herewith a copy of the standard statement in regard to tenure and shall be glad if you will advise me as to whether the institution is now in a position to assure us or its faculty of substantial compliance with the provisions of the document. We have no present intention of asking your permission to make an investigation or report on any particular case.

Very truly yours,

H. W. Tyler

Acting General Secretary"

¹The members of the Committee are L. L. Bernard, Washington (St. Louis); P. L. Windsor, Illinois; A. B. Wolfe, Ohio State; Joseph M. Cormack, Southern California, *Chairman*.

"Pacific University
Forest Grove, Oregon

June 1, 1936

Mr. H. W. Tyler
American Association of University Professors
744 Jackson Place, N. W.
Washington, D. C.

Dear Mr. Tyler:

I have your letter of May 2 and also the printed matter on Academic Freedom and Tenure.

Pacific University is a church founded, denominational college and therefore is entirely free and independent as to the conduct of its affairs.

The reports that have been coming to you are from men whose entire record regarding the item brought to your attention would give us pleasure to set forth, but until some action is taken by your group requesting investigation, I shall not mention their names or the conditions surrounding their complaint.

The faculty of Pacific University, including the President, all understand that their tenure is year by year and I believe the Trustees are entirely justified in such action as they have taken from time to time affecting the faculty.

Your communication will be referred to the Board of Trustees and I am sure will be laid on the table.

Sincerely yours,

John F. Dobbs, President"

THE UNIVERSITY OF GEORGIA

In encouraging contrast with the preceeding a member writes (June 27):

I am giving myself the great pleasure of informing you that we have just been notified that our Board of Regents recently passed regulations restoring the status which had obtained here for some 125 years; but this time it also applies to all institutions under its control—16, I think.

During the period of reorganization, we were placed on an annual basis, with "contracts." We now have the old familiar basis—two years' probation, and then permanent basis. They assured us unofficially, over and over, "but of course it doesn't apply to you"; but we feel a very decided restoration of self-respect, and I wish you would take our name off any list which contains those unfortunates who are "hired by the year."

THE REACTION OF FACULTIES TO THE DEPRESSION

A SURVEY BY COMMITTEE Y

(Committee Y, on the Effect of Depression and Recovery on Higher Education, is now preparing its final report for presentation at the annual meeting in December. In connection with its studies it has had extensive correspondence with members of the teaching profession. From letters and statements have been gathered materials that give some insight into personal problems and the human side of the depression. Because of their interest, these materials have been systematized and are presented here in a preliminary form.)

The report of Committee Y will be filled with figures. Yet behind the changes that are to be outlined statistically there are hundreds of thousands of men and women to whom the tabular data have more than adding machine interest. They are the staff members of the institutions. There are four major groups of them. First, the "service employees:" janitors, cooks and maids, scrub-women, and carpenters. Then there are members of the administrative and clerical staffs: presidents, deans, comptrollers, and directors of various enterprises. There are also secretaries, typists, and clerks. The fourth group is the teaching staff. The problems of all four are closely intertwined, and a comprehensive study would include them all. It is the members of the fourth group—the faculty—that claim immediate attention, however. How has the depression been seen through their eyes? What are their problems? What have been their worries? What is the human side of the depression?

The Gathering of Personal Statements.—Insight into the depression problems of college teachers cannot be obtained through quantitative data alone. There is need for statements by staff members that will reveal how they felt, or still feel, in the face of uncertainty, and what they did in adapting their lives to it. It is only through a "case study" approach that the desired information can be secured. The Committee therefore appealed to the membership of the American Association of University Professors to provide case materials. More than a hundred replies were received. They varied in length from a hundred words to documents of eight typewritten pages, single-spaced. The present discussion is based on 97 of these statements from 60 different institutions.¹

Selective Factors Influencing Returns.—It must be assumed that in a sample of data gathered as this one was a strong selective factor would be operating. The replies, clearly, have come from institutions where

¹ Actually more than 97 individuals are involved, for there were several "group" replies, where one writer wrote for several individuals, and indicated that he was so doing. Four-fifths of the institutions from which the responses were sent had student bodies of less than 2500 students, and the largest number came from independent arts colleges and teachers' colleges with between 1000 and 2500 students. Eastern and western institutions responded more adequately than those in the south, and the public institutions outnumbered the private and the denominational.

there was great uncertainty, and often from individuals whose problems were intense. This was desirable, since the purpose is to obtain an impression of how faculty men and women did respond to drastic cutting of salaries, or possible unemployment.

The replies themselves give evidence of temperamental differences that presumably have affected the willingness to respond and the nature of the response. The answers seem to fall into three classes: (1) There are those from individuals who give signs of chronic discontent. However, the matters to which they direct attention cannot be disregarded because of a continuous tendency to complain. (2) There are those who would seem to qualify as natural optimists. "Everything will come out all right in the end." "Everyone is doing the best he can; we must have patience until things right themselves." Obviously no strong movements for the improvement of faculty status can spring from this attitude of mind. What proportion of the faculties would fall into this category can not be known, but there is more than a hint in the replies that the number on every campus would be considerable. (3) The third group seems to contain those who first seek to understand what has actually been happening in general, and more particularly in the fields of higher education, during the depression years and earlier. They desire to analyze the problems that confront the teaching profession, and then—upon the basis of this knowledge and analysis—they would move to modify conditions in order to achieve greater strength or improvement of status. They may differ in their interpretations, and in their remedial suggestions, but the motives that prompt their interest in the profession—even in replying to the Committee—appear to be stemming from an intelligent concern with the welfare of the faculties in American colleges and universities.¹ In summarizing the letters returned to the Committee, every effort has been made to maintain a balance that is fair and undistorted.

The material that follows proves nothing in a scientific sense. It is intended only that by pooling the observations of those who wrote to the Committee a rough picture may be drawn in which certain details stand out. It will be an impressionistic picture, but with sufficient clarity to indicate the kinds of problems, the feelings, and the attitudes that were uppermost in the lives of one selected group within the membership of the profession. From a reading of these intimate, personal, and confidential statements a pattern does emerge which, because of its consistency, acquires meaning and significance.

The Composite Picture.—Throughout the 97 replies there were recurring points upon which the writers dwelt. The variations of expression

¹ Admittedly such classifications are subjective, yet the Committee feels that the replies it has received could be classified without much straining of judgment into these three. Personality factors such as these have tremendous bearing upon the entire question of how far faculties will go in considering the problems that touch them, and making their judgments effective.

and thought were many, but they merge and blend into a composite result that will be discussed in six sections:

1. *Few college faculty members and their families felt actual want or privation. Their problems were, rather, those of adjusting a standard of living and an "overhead" built on the assumption of continued and increasing income to a suddenly decreased income.*

Two traditional factors contribute to the difficulty experienced by the college professor in the face of salary reductions, and enhance the severity of his worries. The first is characteristic of professional groups serving on salary and with some assurance of tenure: there is an assumption, perhaps never uttered but always implicit, that the services rendered are essential, and that the income from their performance—like the need out of which the services grow—is a constant. The corollary of this is that in periods of prosperity, when profits and wages in business, industry, and even agriculture are high, there is no expectation that salaries for professional services will rise correspondingly, although the general scale may increase somewhat. The merchant, the financier, the industrialist, and the workers under them are accustomed to fluctuations in salaries or profits and wages. But the salaried professional man, in the field of higher education at least, has a different psychological set; he balances his regrets at not sharing in the booms against the satisfactions that come in feeling that his salary will not drop appreciably when times are less profitable, or that if it does so slightly, there will even then be an offset in falling prices.

Coupled with this attitude, and difficult to distinguish from it, is the expectation among members of academic faculties that there is a direct, though imperfect, relation between length of service, rank, and income. With every faculty man there is a hope bordering on certainty, that if he serves long enough he will eventually be rewarded by additional income, by promotion with its increase in prestige, and normally, except at the top rank, by both. The life of the faculty family, therefore, tends to be lived on a series of economic levels, each higher (in terms of income) than the one before. Once a given level is achieved, there is little thought or expectation that it will be necessary to drop back again to an earlier level. An hierarchical organization, in which rank is still a reality, makes "a one-direction movement" in terms of economic and social status natural. It is therefore understandable why faculty families will almost automatically expand the scale of living and increase the overhead when promotion and salary increases are received. There is no thought of risk, no sense of living beyond one's means, but rather a satisfying feeling that a new level of security is assured, and that one may expand accordingly. Perhaps this has been an unjustifiable assumption, perhaps it is valid only in a period of rapid industrial and com-

mercial expansion, but it nevertheless dominates faculty life. Unless this is recognized, the depression worries and complaints of faculty members may be interpreted as petty or unreasonable.¹

Indicative of this is the resistance shown by faculty families against lowering their scale or modifying it fundamentally, and their willingness to draw upon every available resource before doing so. "We found at our college that more than half of our members were unable to live on the reduced salary income, and were forced to fall back on savings, outside work, or in a few cases on borrowing." Obviously the author of this statement means that the staff members could not live at their *existing standard of living*. Accompanying this effort to maintain the existing standard is a "pinch-penny way of life" that eventually becomes a source of irritation to many of the writers. "I have gardened my garden intensively as a supplement to the family support. I am driving my old car, which should be traded. I did not buy a new radio, and am wearing my old clothes longer. I reduced my daughter's music lessons from three a week to one. I did most of the repair work myself on the house, and refinished most of the floors with but slight help." Here is the faculty woman who spends her evenings making her own clothes. Reserves are gone, and there is now need for a new winter coat—"and they are about as impossible to make as shoes." Saving on clothes is mentioned more than almost any single item. "I've bought one new suit since 1933." "The old coat goes into its tenth year this winter, and it looks it." "It used to be shoes at \$10, but now we're thankful for them at \$3.85." "Of course we watch our expenses more closely, making things do longer, and using cheaper foods." "The disappointment that I feel arises from the fact that prospects for improvement in our status as consumers appear very limited in the near future."

Maid service and other additional home assistance have been reduced. There are numerous comments about this. "We used to have a high school girl, but that had to stop. My wife does all the work now, and I help her with the laundry." This is a typical comment. There are several references to curtailment of social life: "Social life was reduced below what would seem a very moderate amount for such a community as this; we felt this particularly in relation to our students."

For those who owned property, the effort has been to hold it. The sacrifices have often been great, as a reading of these letters will reveal. There have been those unpleasant meetings with finance companies to readjust the terms of financing. The relations with creditors created distasteful memories for several of the informants. "We bought our

¹ The expectation of advancement undoubtedly is found in all work; it is the fact that there is an hierarchy of ranks that is an important consideration in the case of the professor. The same attitude is strong in the army, the ministry of certain churches, and some other similarly organized groups.

home to be by ourselves, but we are sharing it now." Here is a professor's wife who "took in roomers," and "shushed" the children until it could no longer be endured. The loss of the roomers "means \$18 a month gone, and another season for that old overcoat." For those who did not own their homes, there is some evidence of a tendency to shift to cheaper quarters, with regret.

Book purchases were quickly cut down, and memberships in organizations, local and professional, were dropped or reduced in number by many faculty families. Such items are, it seems, particularly sensitive to contractions of the family budget.

Yet in spite of these annoying and sometimes difficult adjustments, a reading of the letters does not give indication of physical suffering or of fundamental reorganization of the pattern of life, except in individual cases. For the most part, it is to be doubted if the rank and file of the faculty members have had their lives disrupted, excepting perhaps some of the youngest staff members. "It is a matter of getting used to hamburger after you've been accustomed to steak." The replies, it is to be recalled, came in the majority of cases from smaller institutions, where the employment and salary situation has been worst and where worry over tenure was likely to be greater. Yet it can not in fairness be said that the picture is overwhelmingly ugly. Relatively little property seems to have been lost; far more insurance is maintained than is dropped, with indications that many faculty members have actually taken additional policies; savings, to be sure, have shrunk, and there is some deficit financing of the family affairs. But no case for destitution can be made; relief was not mentioned once; freedom from excessive debt, excepting mortgages, is apparently the rule even in this group. Old automobiles are made to do, cheaper foods reach the table, the house is not painted, although it needs it, the family does not get many new clothes; an occasional telephone is discontinued, the library is substituted for the purchase of books—and yet, when all of this is said, the relative well-being of the group, *in terms of physical needs*, is scarcely to be questioned. What is called to attention is the irritation, the worry over insecurity, the regret that an accepted standard is endangered and that margins of security have been reduced. There is likewise emotion, sometimes expressed as dismay, because the expectations of a lifetime have been shattered. Over and over this note is struck. The tension, reverting to the introduction to this discussion, is between the expectations of security and progressive advancement, and the fact of salary curtailment.

The significant point may be put bluntly, in the form of a question: "How can any man or woman, harassed and worried by a constant effort to balance a decreasing income against a scale of living that was as-

sumed to be secure, maintain the calm of mind that is essential both to scholarly thought, and effective teaching?" Some may rise above such difficulties and emotional strain, but the letters indicate that many are constantly pre-occupied with the economic conflicts that the depression has brought within the family. There is a load of discouragement and worry carried by many faculty men and women; this is evident from the letters. It varies greatly from individual to individual, depending upon personal and institutional situations. Its presence, however, must be interpreted as an obstacle to the accomplishment of the most effective academic work.

2. *A second impression emerging from a reading of the personal statements is that "appearances" loom large in the life of faculty families.*

The ambition of the staff members, their wives, and their children is for a standard of living that embraces items of expenditure generally associated with incomes larger than those customarily prevailing within the teaching profession. There is a desire to travel. Vacations assume considerable importance. The ownership of an automobile is regarded as essential, apparently. There is the desire to dress well; from the letters it is clear that clothes are given considerable thought. It is evident, too, that faculty families are "house" conscious, and the urge to home ownership is strong. Henderson and Davie in their study of the Yale faculty¹ show that faculty members tend "to live in better neighborhoods than they can well afford on their salaries. They impose this standard of living on themselves or are forced to adopt it because of the social pressure exerted by the community, which places them in a higher social category than their incomes warrant." They discuss this point under the sub-heading "The house-proud faculty." They also point out that professors, living in better neighborhoods, tend to have homes of less valuation than their non-academic neighbors. There is evidence in these facts, and in the search for supplementary work, as well as in the statements, of the strain to maintain a standard higher than the salary makes easily possible. In interests, in tastes, in ambitions, and in the desire for social status and acceptance, the college professor and his family are closely allied to the other professional groups such as doctors and lawyers, as well as to successful business men. The college teacher seeks to cut the pattern of his life along the same lines as they cut theirs. Yet the fact remains that the salary scale of the faculty group is below the income level of the successful members of the groups whose standards they emulate. Out of this apparently arises the pinch-penny psychology to which reference has already been made, as well as the concern of the professor with the fact that his income has been cur-

¹ Yandell Henderson and Maurice R. Davie, *Incomes and Living Costs of a University Faculty*, ch. X.

tailed because of depression circumstances. The emphasis upon "appearances" plus the assumption that each salary advancement is a permanent new level of income naturally leads faculty families to expand their scale of life, as already called to attention. There is the attempt to achieve a maximum status, socially and as measured by "cultural" terms, upon the limited income. The desired mode of life, and the income from teaching, are not perfectly harmonized, judged by common observation and by the letters to the Committee. The salary curtailments have intensified this conflict.

The desire for status and the emphasis upon expenditures that are indicative of it involve more than a comparison between members of the teaching profession and those outside of it. Competitiveness is perhaps most intense within the profession itself. It is accentuated by the hierarchical organization and the closeness of contacts within faculty groups. Standards between ranks differ far less than the salaries. The instructor's wife is expected to dress well. She and her husband must face the question, "And where are you planning to spend your vacation?" Entertaining is taken for granted in faculty groups, where "dinner for dinner" is an almost invariable rule. Furthermore, the belief prevails among young faculty men and women that one's advancement upon the campus is more than casually related to participation in the social life of the group. There are thus many elements combining to make "appearances" a matter of vast concern in the faculty home. Anything, such as a depression, that makes the maintenance of them more difficult will arouse resentment and even fear among faculty members. It is not without significance that one of the most recurring phrases in the statements received by the Committee was some variant upon "Keeping up with the Joneses." Admittedly the social compulsions underlying the point being discussed will vary from institution to institution; its importance, however, should not be minimized. This is not the appropriate place to discuss fully the justification, or lack of it, for this competitive tendency. There will be those who contend that a college professor should not attempt to maintain a mode of life that places a strain upon his income. Regrettable as some aspects of the determination to maintain appearances may be, it nevertheless develops from motives and aspirations which, if realized, should make for a superior type of teacher and a more competent research worker. The kind of life professors have led is a factor in drawing men into the profession. What constitutes a "competent living" for the academic man will not be outlined here; it is a matter the profession itself should consider in detail. It must be said, however, that the satisfactions associated with the teaching profession are intimately bound in with the fact that college teaching does in a measure make possible a mode of life that is potentially rich in

psychic satisfaction. It is because of this that the members of the profession react with feeling against attempts to curtail income beyond a point that makes the maintenance of existing standards possible.

3. *The margin of saving within faculty families is apparently small, and the depression emphasized this fact.*

The Committee has not collected data on this point, but a recurrent theme in the comments from members of the profession is the effect of depression upon savings and investments. This impression checks with the more exact study by Henderson and Davie, already cited. The problem of cash reserves, as well as retirement, is frequently on the faculty mind; faculty men and women are much concerned about their life beyond the years of active earning. On the one hand, in the present they are impelled to expand their expenditures and to maintain a scale of living that is in keeping with the standards of the profession, as they conceive it, and as the community conceives it. As previously pointed out, the result is a tendency to keep expenditures pushing closely upon income. On the other hand, in the future, is retirement, with cessation of income, wholly or in part. After a life maintained on a pleasant scale of living—a scale that is perhaps somewhat higher than income would normally justify—it is not comforting to think of the wrenches that may be necessary in adjusting income and mode of living at the age of 68 or thereabouts. The "inevitable rainy day of retirement" is more than a figure of speech; it is a reality that many faculty men and women dread to contemplate. "The effect of the depression is that I will not have as much to retire upon when that time comes." "The prospect of retiring at no distant date and being able to earn nothing from my savings is not pleasant." The same worries that center on retirement, also have a more immediate focus. The fear of the unexpected emergency is commonly present, if the testimony of the statements is to be accepted. The additional child must be reared on the high plane of living. Sickness means mounting bills, and diminishing savings. There is death. It is for these and similar reasons that faculty members have witnessed with concern the encroachments of the depression upon their way of life.

The hostile critic may ask, Why should members of the teaching profession expect more security than other groups in the community? Or, Why should future retirement loom larger in the teaching profession than elsewhere? Carpenters worry about old age, and so do nurses, lawyers, ditch diggers, and everyone else who earns a modest living. Why become particularly concerned over the professor? The answer is not easy to make. It centers on the point that the demands upon the professor during the years of his earning are greater than with many other groups—he has to maintain appearances, as already stressed.

Further, the answer involves the assumption that the teacher has a place in the training of future generations that makes his services somewhat unique; the best men must be drawn into the profession. In the effective carrying forward of his work, freedom from worry is essential.

4. *The letters to the Committee indicate a constant push toward supplementary earnings, accentuated by depression.*

College professors seek to add to their academic incomes by a variety of activities ranging from insurance salesmanship to lecturing. In other cases, farming and gardening are undertaken as a means of reducing expenditures, and making academic salaries stretch further. This urge to extra work has a double significance. First, it is symptomatic of a state of mind. The work is done because existing income is not sufficient to meet the costs of living at the scale that has been accepted. An undercurrent of worry may be inferred. Secondly, and more important, is the fact that too much "outside" activity is inevitably at the expense of the primary task, that of teaching and research. One must generalize in such matters with caution, and yet there seems to be a basis for the preceding statement. What are the claims of an institution upon a staff member to whom it pays "full time" salary? No arbitrary line can be drawn. Some lecturing is valuable, to both the staff member and the college or university. Some incidental and popular writing is perhaps a good thing. There is no reason why a faculty man should not plant a garden to supply food for his table. It is all a matter of balance of effort. There is a point, difficult to define, beyond which the incidental activities can be carried on only by utilizing effort and energy that properly might be expected to go into teaching or research. The crucial question is always, Does this supplementary activity in which the staff member is engaging contribute to the purposes for which he is employed and paid his salary?

It is not surprising considering salary trends since 1931-1932 that the faculty statements contain many references to outside work, and the desire to obtain it. "I have had only a limited amount of time to devote to research, and economic difficulties have necessitated the augmenting of my income by means of lectures, etc." "I have had to work so hard at all the odd jobs I could get that productive scholarship has definitely gone by the board." "To make up for loss of salary nearly all of our professors take every job possible in the way of summer school, extension, or Saturday teaching. Some who should have been going on for a doctorate discontinued advanced work so as to increase their income for the present."¹

¹ It would have been desirable to analyze these and similar responses by size, location, and type of control of the institutions from which they were received, as well as in terms of their financial plight, and the rank of the individuals replying. This can be done only roughly because of the limited number of cases. For the moment, only the most general picture is being drawn.

It is to summer school and extension teaching that staff members have often been accustomed to turn for supplementary income, judged by the responses. Unfortunately, summer school and extension registrations dropped during the depression, and yet demands for teaching positions increased. One may summarize the statements by saying that the depression at the same time increased the desire of staff members to earn supplementary income and increased the difficulty of finding means to do it. Although exact data are not available, the conclusion seems warranted that even so supplementary earnings declined during the depression years. Lecture fees were smaller, engagements were more difficult to obtain, book royalties dropped, summer session positions were fewer, and income from them was generally less; investments declined in the amounts they yielded, income from property fell—all of these considerations are mentioned in the statements. The result was an intensification of the difficulty of maintaining the scale of living that had been developed, and further worry concerning general security.

5. *A confusion of attitudes with respect to the profession is also revealed in the letters received by the Committee.*

There are strange mixtures of optimism and despair, of cynicism and hope. There is a general feeling of dissatisfaction concerning the economic status of the college teacher in general. The days of large profits are recalled, and the college teacher remembers he did not share advances comparable to those that came in business and industry. He did not demand proportionate increases since his expectation was that there would be a compensating factor in stabilized salaries on the down swing of the curve. This expectation has been broken at most institutions. There are frequent references to the years of training in preparation for teaching at the college level, and the small salary and insecurity that are the reward. There are mentions of the fact that many political officers have not been cut as much as the teachers in the public institutions. "What hurts most is seeing ignorant political job holders—tavern inspectors, etc.—drawing more pay, not to mention expense accounts, from the same public purse that I draw from." There is resentment that school budgets are cut, apparently because they are among the largest items and thus most conspicuous when reductions are being demanded by taxpayers. There are comparisons between earnings of the professor and those of his classmate who went into business. There are comparisons of salaries of 1936 with those of 1930 or 1925. "I am making progress like a crab; my income from the university today is actually less than ten years ago—and how I have worked in the intervening years." A general feeling of discouragement can be detected, bearing chiefly upon the long time attitude toward the profession. Unquestionably this feeling has been accentuated by the

salary reductions, the unemployment, and the general uncertainties bred by the depression. It is probable that similar feelings prevail in other professions as well as among college teachers.

At the same time there is frequent expression of opinion that members of college and university teaching staffs were during the worst of the depression in a relatively more favorable position than members of many other professions. Certainly it is true that college teachers as a group were not as badly off as members of the laboring classes, including the "white collar" workers. "The fact that most professional and business men were affected earlier and more severely than we helped us all to adjust to the situation calmly and philosophically." "It is my feeling that we people in the teaching profession have fared much better than those in other professions."

Although the unsettled state of mind indicated by these conflicts of opinion unquestionably prevailed within the profession generally, there is no way of striking a balance between the long time and the short run attitudes. It can only be said that there is no evidence that men and women voluntarily left the profession in any large numbers, or that graduate students are showing any less desire to enter it. From this it may be inferred that although the depression served to disquiet college teachers, it did not shake their faith in the profession or destroy their belief that the life of the college teacher has compensations that outweigh the disadvantages.

6. *There were many institutions at which adjustment to the depression was made without friction between staff and administration. At other institutions there was hidden hostility that took many forms, all of which were conducive to the destruction of faculty morale.*

The final impression derived from reading the faculty statements relates to what may be termed the "ineptness" with which administrative officers often deal with staff members, thereby engendering, probably quite unintentionally, feelings of hostility and antagonism. That much of this hostility and bad feeling could be avoided seems evident from what the staff members write. "My feeling is that the morale here would have suffered very little if the administration had been a little wiser. My worries and tensions centered almost entirely around this aspect of the situation—to see what I regarded as blunder after blunder knocking hell out of the morale of a decent, intelligent, and cooperative body of men." Why should administrators, asks one correspondent, cut the salaries of the teachers, but not cut their own? It is to such "blunders" as this that the previous quotation refers. "Throughout the depression, too, the faculty was not consulted about methods of meeting the situation. And that hurt!" "None of the deans will commit themselves on inter-departmental communications. 'Writing on

matters of policy is too rigid,' says the senior dean." "We never know what is going to happen, and we get few explanations when it does." These are typical of an impressive number of quotations that might be introduced, all suggesting that lack of consideration on the part of administrative officers, or their unwillingness to take faculty members into their confidence, results in broken morale and a disruption of faculty spirit. Why should some administrative officials be so sensitive to their "public relations," and yet handle their own intra-institutional relationships with surprising lack of tact? Why do they, in some instances at least, pay so little attention to the human aspects of their own staff problems? It is not possible for an administrator to please every individual under him. Every change in policy influences someone and affects established interests within a faculty group. It is not to matters of this type that the attention is directed, but rather to "high-handed" methods of dealing with problems affecting the faculties. The frequent expression of irritation contained in the letters to the Committee indicates that administrative officers might profitably give more careful attention to their procedures. It is apparent that in many cases brief thought would have resulted in handling problems in a way that would have won faculty support and cooperation, rather than alienating them.

In Conclusion.—It may be said in general that faculty members of institutions of higher learning went through the depression years without suffering from physical want. They did not starve, they did not lack clothing, shelter, or fuel. They maintained their scale of living, at least in its outward aspects, but not without struggle and the most careful and sometimes irritating pinching of pennies. There have been individuals whose suffering has been acute, and whose problems have been intense. Such individuals will always be found in every professional group. A combination of unfortunate circumstances reduces them to the line of want. Debts accumulate, and the future becomes hopelessly black. It is probable that the depression increased the number of these in college communities, but no proof is available. There are some institutions at which conditions have been unbelievably bad: where co-operative living was resorted to, and where there were times when it was not clear that the institution could survive. But these are the exceptions. There are always marginal individuals, and marginal institutions, measured in economic terms. These dramatic cases must not draw attention away from the great body of colleges and universities and the large numbers of men and women constituting their teaching staffs. Their worries have been considerable, but at a point generally above the line of actual want; they have been confronted with the struggle to maintain a plane of living and the tradition of academic security. They have been concerned with keeping up appearances, and

not losing such economic advantages as have accrued during the many years in which economic standards have risen slowly within the profession. They have worried concerning their future, especially beyond retirement. They have become discouraged as they contemplated the relatively small financial reward that has resulted from their years of training and subsequent effort, the more so since the depression has destroyed in some measure the compensating advantages that come with employment on a college or university faculty. Perhaps it is natural that an economic depression should induce a corresponding depression of the spirit. It seems to have done so for the college professor. There would seem to be two alternatives now before him. The first is to accept the conditions, to admit that his rôle is entirely passive and that the traditions with reference to salary and promotion, and the accompanying doctrine of security, no longer apply and have been abandoned. "I think the general feeling on this campus is that nothing can be done about it, and take it as it comes." The other alternative is based on the premise that with the development of a sense of professional responsibility and solidarity the members of a college or university faculty can exert a direct influence on the conditions in which they find themselves, that they can make their voices heard effectively in the making of decisions and the formulation of policies that are vital to their welfare, and that they can command the respect of administrative superiors, with the ultimate result that cooperation will develop, and, in the place of distrust and hostility, mutual understanding will prevail. Certain it is that morale will suffer less under such circumstances than it has during the years since 1930. Group loyalty and a mutual sharing of problems go far to buoy sagging spirits.

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EDUCATIONAL DISCUSSION

PROBLEMS OF AN AMERICAN UNIVERSITY¹

... More and more in the last year or two this university—as well as others—has felt the pressure of special groups wishing to use its power and prestige not for the general interest, but for the promotion of their particular ends. More and more the university administration has been beset by those anxious to save the institution from peril of deadly sins, or from what they, without real knowledge of university life and traditions, assume are such perils. Enthusiasts in the field of religion have assailed the university because of the inquiring nature of the scholarly mind and the scientific method. Conscientious conservatives, on the one hand, under the appealing name of patriotism, have sought to have the university teach that “the American system” is to be identified with prevailing practices and policies and with the particular phase in which our changing institutions find themselves at this moment in time. Restless radicals, on the other hand, have attempted to use the university as a sounding board for Marxian dialectics and to exploit its position of authority for the profit of their unpopular cause.

These forces are not at all new or novel; the struggle between liberalism and conservatism is age old, and it has been embittered always by the excesses of reaction and revolution. It is endemic in the life of the race; it flares up, becomes intense and dies down, to lie dormant again for a while. In our colleges and universities it finds its most frequent impulse in conflicting points of view on academic freedom and student activity, particularly where these impinge upon the fields of economics and politics. No matter who speaks at a university, whether conservative or liberal, no matter what is done, whether conventional or original, criticism is likely to be directed at the university for permitting it. One group wants us to open the minds of our students, to tell them what is going on in the world, to help them to think. Another demands that we defend the youthful and immature minds of our charges from contact with the harsh realities of the world and the delusions of some of its inhabitants. One thinks that the cure for the admitted ills of the world lies in freedom of thought and unlimited social experiment; the other maintains that the way to health is through protection, indoctrination, even coercion. To walk the tight-rope between these poles of conflicting opinion, constantly heckled by the adverse criticisms of fanatics and steadied only by the balance-pole of those unwavering university ideals that have blessed mankind through the centuries is the task, not always easy, of the university president of 1936. And yet I know no other way of maintaining and insuring the integrity of the university.

¹ Presented on the occasion of the sixty-eighth Charter Day banquet of the University of California.

The university stands to teach men to think and to provide the materials about which they can think. It is not a museum or a library, although both these institutions contribute greatly to its work. In the words of President Hutchins of the University of Chicago, a university "is not a kindergarten; it is not a club; it is not a reform school; it is not a political party; it is not an agency of propaganda. A university is a community of scholars." Again, a university is a social agency created and maintained to promote the common welfare and to advance civilization, not merely to preserve culture and glorify the past. By its very name, as well as by its very nature, it is universal in its scope. Its spirit is eternally the same, unchanged since the days of its glorious beginnings in Paris and Bologna and Oxford. But its form has changed—changed many times, and is constantly changing. Every time a change takes place in the attitudes of men toward life, the university curriculum slowly but surely reflects the variations. Yet, in its own peculiar freedom, a university can never change; eternally it must be a place where competent scholars are free to think, free to inquire, free to speak.

Because these things are the very essence of the university idea, the totalitarian state can not abide their presence. In Germany, in Italy, in Russia today, there are no universities, only names and shells from which the spirit has departed. In each of these totalitarian states, universities have become the agents, the adjuncts, the subordinates of the state. In Russia, they mouth the Marxian credo, in Italy they expound what Caesar approves, in Germany they determine knowledge by the measure of its Aryan blood. Truth needs not to be sought; it has already been discovered, determined and described by *Der Führer*, *Il Duce*, or the Executive Committee of the Communist Party. Newspapers, churches, and radio clank their chains in the triumphal procession of the dictators. The way of life of millions of people, even in its daily details, is based upon the egregiously conceited belief that some governing group knows all the answers. By high pressure propaganda fragments of truth are stressed and mountains of fiction invented to support its assertions. By rigid censorship it suppresses facts which would disclose the weakness of its claims and strip it of its pretensions.

These are the ways of fascism and communism. They are not the ways of democracy, which must be willing to encourage the pursuit of truth, to permit its dissemination, to proceed "by unending inquiry and debate" to decisions that will enlist the support of the greatest number. The American tradition of higher education has always been that knowledge is the only road to the goal of perfection, that by research and discussion we acquire the power to distinguish truth from error, and that freedom to think, to inquire, and to speak is the only academic free-

dom worth the name. The hope of all the factions, the classes, and the parties in our American democracy lies in the preservation of this freedom. Otherwise, what will happen? In those states which have radical administrations, we shall have radical universities; in those states which have reactionary administrations, we shall have reactionary universities; and in no state will we have any university deserving to be so designated.

This does not mean, of course, that professors are to be permitted to engage in subversive teaching or to advocate force or violence or revolt against the government in order to secure the improvement of conditions that they personally can not tolerate. No university permits its professors to indoctrinate their students with such views, nor to indoctrinate them with any views if it can help it. No university permits its classrooms to be turned into "hotbeds of communism" or centers of propaganda of any kind. The proper function of a university is to seek and to transmit knowledge and to train students in the ways by which knowledge is gained. It is not the function of a university to gain converts to political, social, or sectarian movements, or to teach controversial doctrines, whether as subjects of abhorrence or of devotion; its function is to investigate, to examine, and to rely upon the truth to combat error. Rightly and unswervingly to see to the proper performance of this function is the acknowledged obligation, the high and lasting obligation of the university, to public opinion and the public mind.

In the discharge of this function, university professors must obviously be judges, not attorneys, and must studiously avoid even the appearance of an effort to influence the jury. On the other hand, it must be remembered that professors, like other men, are also citizens. Outside the classroom they should be free to hold and to express political or economic views which are not contrary to law. But in practice, university professors can never be quite so free in speech and action as many other men, for they can not enjoy the license of speaking without investigation or without thinking. University teachers have dedicated themselves to a high and special service—the impartial, objective, and scientific study of nature and of life. This sort of study is wholly incompatible with spreading the poison gas of factional controversy or class warfare, or with propaganda of any kind. The demagogue in the classroom and the professor on the soapbox are equally incongruous. This theoretical freedom, moreover, is limited further by the fact obvious to any clear-sighted man, that no society will tolerate for long those among its servants who give aid and comfort to enemies seeking its destruction.

It is the ancient and everlasting problem of humanity, how to combine liberty with order. It will never be solved by those who, seeing the

evils of liberty, make a fetish of order, nor by those who, seeing the horrors of unbridled authority, will recognize no restraints on liberty. The world will never really be civilized until it rediscovers what the Greek thinkers knew so long ago—that the supreme principle of human association in a free society is moderation in all principles. So, a professor who is competent must be secure in his post so long as he obeys the laws of the land and so long as he remembers that he has a two-fold responsibility—to himself as a free citizen and to the university of which he is a member. The fundamental principle for professor and for university must be: essential freedom within the framework of public good. . . .

ROBERT GORDON SPROUL

School and Society, vol. xliii, No. 1118

GRADUATE WORK IN MATHEMATICS

In the April issue of the *American Mathematical Monthly*, Secretary R. G. D. Richardson of the American Mathematical Society presents a historical and statistical analysis of graduate work and research which is of notable interest not only to mathematicians but to readers in other fields. Tables are given showing the distribution of doctorates in mathematics conferred by American or foreign institutions in five-year periods from 1862 to 1934, showing a notable and rapid increase in the American doctorates to a total of nearly 400 in the last period, while the number of foreign doctorates, reaching a maximum of 21 just after the turn of the century, has since declined to one-third of that number. The total number of Ph.D.'s conferred by institutions in the United States and Canada was 1286, including 168 women. The degrees given by foreign universities to mathematicians who have been active in America is 114, including 40 Europeans who have subsequently come to this country.

The total number of college teachers of mathematics is estimated at 4500, of whom probably less than 1300 have the doctorate. The figures are analyzed by states with an indication of membership in the two national societies, and with a separation of junior colleges, teachers' colleges, and of men and women. The writer anticipates a considerable increase in the opportunities for mathematical teaching with the development of the junior college and the gradual improvement of preparation of its teachers. Much of the article is devoted to a statistical study of publication.

"The rapidity with which a mathematical school of high distinction has been built up in America is one of the most striking phenomena in the history of science. It should be borne in mind that the American Mathematical Society, which has been an important factor in this development, was not founded until 1888, and that only in isolated cases

was research carried on before that date. Building on the splendid foundations already laid, great forward movements are possible if the spirit of cooperation now animating mathematicians is fostered. The challenge of the future inspires the mathematical fraternity to high endeavor.

"Many of the statistics exhibited in this paper will be of interest to those who follow the development of teaching and research in the field of mathematics. Those concerned with the strategy of promoting mathematical thought and achievement in America can find in the assembled material several sign-posts for their further guidance. Other studies could be made from the data which have been collected and which are available to anyone; the investigations appear to be worth pursuing further."

ALL THINGS CONSIDERED

... As I understand the constitution of the United States, it places the right to worship as one will above the demands of nationalism. If these two ever clash some kind of compromise must obviously be worked out. It will be too bad, however, if the American compromise ever reaches the point where faith in the nation must be substituted for faith in God.

It has already reached that point in several European countries, but most Americans distinctly disapprove. In the long run the people of those countries will probably not approve either. After all, the human race has fought too long and too bravely for an allegiance divided between the temporal and the spiritual.

I hope I have made it clear that I do not approve of people who refuse to salute the flag. I think it deplorable that their convictions have become so warped that they can not see the beauty in what, to most of us, is a beautiful ceremony. But if they can not see it, then, for the love of all the martyrs who died for faith, let us pity, but not persecute, them.

I must confess to deep distaste for those noisy patrioteers who are forever hoisting our flag over intolerance and bigotry. This land was not founded by bigots. Its declaration of independence came from the pens of men who were passionately devoted to liberty. Its constitution was written by men who had sacrificed much for their convictions. Its wars have been fought against intolerance—not for it. This country was, in short, built on definitely liberal foundations, and it will be a tragedy if any group of sour fanatics ever acquires power enough to set the clock back to tyranny.

If I speak with some heat it is because there is plenty of evidence that just such a minority is biding its time. It waits for the day when the people, fatigued and confused by the endless struggle to maintain democratic government, will turn to autocracy for leadership.

I do not believe that the fascist principle will ever conquer this country. If it ever attains power it will do so by default. It will be because those who want democracy have become too tired to fight for it. It will not come in any sudden coup. It will creep on us unawares, in a succession of little triumphs, such as putting children in jail for not saluting the flag.

HOWARD VINCENT O'BRIEN
Chicago Daily News

NOTES FROM PERIODICALS

Journal of Higher Education

Among the articles in the May issue may be mentioned those on Professional Advisory Services; Problems of the Master's Degree, the report of the Committee on the Master's Degree presented at the last meeting of the Association of American Universities; and Variability in College Students, by E. L. Abell. Of interest also is a review by A. B. Crawford of "A Historical Survey of Examinations and Grading Systems in Early American Universities" by Mary L. Smallwood. Mr. Crawford makes this informative summary of movements and tendencies in grading:

"An early complication in marking resulted from attempts to incorporate some index of faithful classroom attendance and moral behavior (or turpitude) with students' individual marks. When the elective system began to get under way, the faculties' rather grudging acceptance of this innovation was reflected in allowance of only half-credit, in student averages, for the 'optional' as compared with the 'required' courses. This led to a series of rather fantastic mathematical computations involving 'weighted averages,' 'aggregate scores,' and other devices aiming at increasingly minute and superficially exact evaluations, such as persist all too frequently even now. The principles underlying the different 'values' allotted various subjects were quite consistent with the then prevalent concepts of formal discipline and 'faculty psychology.'"

School and Society

The issue of April 25 contains the address on The Accrediting of Higher Institutions by G. F. Zook before the Annual Congress on Medical Education and Licensure in February. Among the statements made by the speaker may be noted the following:

"The medical colleges for their own good need to have the responsibility for their own accrediting. . . . The period for policing medical schools is about over, or perhaps, to be a bit more accurate, it will in the development of medical education be of less and less importance." Describing the steadily decreasing influence of accrediting agencies, Dr. Zook declares: "Accrediting agencies in higher education should eliminate quantitative standards and go over completely to a frank attempt to evaluate, qualitatively, the processes and product of higher institutions. . . . The present minimum specific standards for higher institutions should be replaced by optimum general criteria."

The issue of May 2 includes a brief report of the meeting of the College Entrance Examination Board at Columbia on April 15: among the

actions taken by the Board was the vote to discontinue after 1936 reporting of graduates on the percentage scale from zero to 100. Examination results will now be reported on the widely accepted scale used by the Scholastic Aptitude Test based upon a mean of 500 and a standard deviation of 100.

In the issue of May 16 is a review of the awards of the Guggenheim Foundation from the beginning in 1925. The Foundation has made 688 grants with a total of \$1,400,000, selections being made from 9584 applications. Of 525 individuals receiving awards, 360 have been research fellows and 165 fellows in the arts; 68 women, or 13 per cent of the total, have been successful applicants. Further statistical analysis of the awards is included.

In the issue of May 23 is an extended account of the Conference of College and University Trustees at Lafayette College in April. Among the subjects discussed at the sessions were the following: College Trusts, Higher Education and the New Tax Laws, Problems of College Finance, What Are the Obligations of the Colleges and Universities in Training for Citizenship? Pensions and Annuities for Faculty, When the NYA Is Discontinued What Forms of Student Aid Will Replace It? The Most Effective Form of Alumni Organization from the Standpoint of College Policy, Faculty Retirement Plans and Insurance.

A notable address by Chancellor Chase of New York University given at the annual meeting of the National Industrial Conference Board is included in the issue for June 13. From this the following is quoted:

"...One can not, on an occasion like this, ignore the fact that, in some quarters, there is today a distrust of the attitude of both faculties and students in our educational institutions. We have heard a good deal recently, for example, about the 'red menace' in our colleges and universities. Now freedom is of the very air which a university breathes. Without freedom to seek and teach the truth a university becomes, not a university, but a training school in propaganda, as is the case in the German universities today. Through hundreds of years of university history, that fact stands out. But this is also true—that every freedom carries with it its responsibility. On the part of a member of a university faculty, that responsibility involves the obligation not to confuse propaganda with education; or the platform of the advocate with the chair of the lecturer. There are individuals who have forgotten that responsibility, just as there are individual bankers and individual industrialists who have forgotten that their freedom also included a responsibility to the public. But to indict faculties as groups is just as absurd and preposterous as to indict bankers as a class or industrialists as a class. One of the growing tendencies, and I think one of the most disturbing tendencies in our democracy, is the tendency to distrust and to

regiment the many on account of the failures of the few. Money-changer and college professor have both come in for their share of this indoor sport. What lies ahead for us all if this spreading distrust of group after group is to become fully and firmly imbedded in the public mind? As student, as teacher and as administrator, I have spent more years than I like to recall in colleges and universities in three sections of the country. I think I know something about what faculties are like. I give you my honest conviction that in no walk of life whatsoever are there more loyal, devoted and conscientious men, more genuine servants of the public good. The public is prone to forget that a university itself has no platform and no creed save that to which it is from its very nature dedicated—that of its faith that education is the opening of minds to the truth, not the closing of them through propaganda and the arousal of prejudice and passion, and that freedom to seek and teach the truth is a necessary consequence of that mission. Individual members of faculties have platforms and creeds, as is their right as citizens. As teachers, they must not confuse those with their obligations; but when they speak as private individuals, the university has the right to ask the public to remember that what they say, they say for themselves only, and not for their colleagues as a whole. . . .

"So far as student bodies are concerned, I have myself come to the deliberate conclusion that, if America were confronted by no worse menace than that of Communism among students, we might all go home happy and have a good night's sleep. I do not think that I am blind to the facts. There is in our colleges a small but highly articulate minority. Where its leadership comes from I do not know, but, in my judgment, it is singularly ineffective. The vast majority of students are either bored or irritated by its noise, by its standardized techniques of protest, by the intricacies of what I might call its theology and by the closed minds of its advocates. The way to deal with it is to let it alone. Persecution and repressive measures simply intensify its force and make for its spread. That, at any rate, is my own considered opinion. One can not, in these days, protect students from ideas, but what we can do is to attempt to give them a basis of knowledge broad enough and sound enough to assure their intelligent consideration and let the truth prevail. . . ."

An address in the June 27 issue on *Education in a Changing World*, by I. L. Kandel of Teachers College, begins:

"In times like these, when the whole world is adrift from its moorings, when all established institutions are being questioned, when it is impossible to say from one day to the next whether the world may not again be plunged into the throes of a catastrophic war, it is difficult to disentangle the forces that will determine the character of education for the

next generation. And yet in the center of all the complicated forces which confront the world today it is possible to pick out one issue which stands out above all the rest. This is the issue whether man shall continue to be free or again be put into chains, whether man shall retain all those hard-won gains for which he has struggled in his upward progress to emancipation and enlightenment or whether the human spirit shall again be enslaved in the interests of the forces of reaction."

The address concludes:

"These are a few of the problems which beset education in a changing world. The answer of the totalitarian ideal, omniscient and sure of its grounds, is that the individual must be suppressed, indoctrinated, and regimented until he becomes a perfect and unquestioning automaton, ready to vote yes on every issue that is presented to him and dependent for his welfare and happiness on the will of the dominant but all-powerful minority. The answer of democracies can only be given as we become convinced that society can exist not merely on the freedom of the individual but on his readiness to accept his responsibilities. On education falls the task both of inculcating the meaning of freedom to each new generation of pupils and of developing that sense of responsibility which comes from knowledge, understanding, tolerance, and sympathy. And if this is the task of education, it can not be achieved without a body of teachers whose freedom is derived from the best professional training that society can provide and is thereby harnessed to a strong sense of social responsibility."

An announcement is made in the July 4 issue that an Alabama law giving priority to teachers' salaries has been ruled unconstitutional by the Attorney General of the state.

Dean J. B. Johnston of the University of Minnesota discusses in the July 11 issue *Higher Liberal Education* with stimulating breadth and suggestiveness. G. E. Carrothers reviews the recent progress of the *Cooperative Study of Secondary School Standards* by the Committee of Twenty-One.

The official addresses at the Portland meeting of the National Education Association, with the resolutions, two of which follow, are included in the July 18 issue:

"Academic Freedom.—The National Education Association reaffirms its position with reference to freedom of teaching and full opportunity to present differing points of view on any and all controversial questions. It commends the work of the Committee on Academic Freedom and recommends its continuance. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress. Suppression of such freedom inevitably leads to violent and reckless changes in the social order.

"As concerns controversial issues, it is to be understood clearly that freedom of teaching implies presentation of facts on all sides, with interpretations. Freedom of teaching includes the right and duty of the teacher to participate in the determination of the objectives for teaching and freedom in the treatment of subject matter.

"The association reaffirms its condemnation of the passage of special loyalty oath bills by state legislatures and will offer every possible assistance to prevent the passage of such bills, to secure the repeal of special loyalty oath laws in states where they already exist, and to oppose the activities of special groups promoting such legislation.

"Teachers must not be intimidated by administrators, boards of education or pressure groups through fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities and authority.

"The association demands prompt and thorough investigation by the Committee on Academic Freedom of cases in which teachers have been intimidated or discharged for their efforts to teach the truth."

Teacher Tenure.—The National Education Association reaffirms with emphasis its stand in full support of tenure of position for teachers as a means of insuring to the children of the land the best possible instruction. The officers and the Board of Directors, the Division of Research and the editor of the Journal are instructed to make tenure a major project for the next year's work of the National Education Association; the executive secretary is instructed to work with the Committee on Tenure, using all necessary services of the National Education Association to support, assist and initiate movements to secure tenure, to improve tenure laws and to repel attacks on tenure. The Board of Directors is instructed to appropriate the sum of ten thousand dollars when and as needed by the Committee on Tenure."

In the issue of July 25 is included a discussion of President Sproul of the University of California before the National Education Association on America's Answer to Youth's Appeal, saying:

"This education of which I am speaking, as America's answer to youth's appeal, is notably a product of its times. Holding fast to that which it has proved good, it is also pressing on to meet the needs of a tremendously expanded social order. Education will always be deeply concerned with the highest concepts that man has yet known, and will always acknowledge their vital, indispensable part in man's very power to be a man at all. But twentieth-century education is also most anxiously concerned with man, the social being, and with his adaptation, with all his personal foibles and frailties, to an evolving, complex society. The salvation of the human race is less likely to be won by excessive worship of past achievements than by perfecting our social and economic

structure so that there will be opportunity for even greater cultural monuments in the future. Twentieth-century education is, also, detecting the relationships that should exist between the school and the society for which it is a preparation; between, in other words, the training of youth and its functioning in maturity. So would education build for democracy a stable but not inflexible organization of men, women, and children, willing and able to accommodate itself and its individual members to the dynamic character of the world in which we live."

In this issue also is a summary of the annual report of the Rockefeller Foundation for 1935.

The August 1 issue prints a notable address before the National Education Association by Commissioner Studebaker on Education and Democracy, from which the following is taken:

"If democracy means freedom to inquire, to learn, to express oneself (rights commonly called freedom of speech, of press, and of assemblage); if it is true that democracy bases its hopes for social progress on the theory that the general welfare is best served when the masses of millions of individual citizens are alert, are thinking critically with minds open to new ideas, are most freely sharing their thoughts and inventive genius with one another over wide areas through channels for intercommunication which are kept open and free, then we can tolerate no dictatorial censorship of thinking and learning. And if education implies teaching which, as you and I think of it, means guiding a free learning process, we must not confuse the meaning of 'teach' with the meanings of 'indocctrinate,' 'propagandize,' 'impose,' and 'advocate,' all of which smack of the fearful rigidities of dictatorship rather than of the relaxing freedoms of democracy.

"With these conceptions of the meanings of democracy and education accepted, there can be no censorship of learning, either by the pressure groups outside the educational profession or by the impositions and advocacies of individuals who are placed in the influential positions as teachers and are given the great privilege and responsibility of teaching.

"Now I realize how difficult it is to draw a clean-cut and complete line of demarcation between 'teach' and 'advocate,' as I have used the terms. But this is only to say that all processes or transactions or movements exist, not as absolute and easily distinguished wholes or separate entities, but in relative and frequently very subtly-distributed degrees. Blatant advocacy is easily distinguished from the best example of true teaching. However, where persuasion is only slightly affected by the personal bias of the teacher, advocacy and good teaching tend to meet in a middle ground which is not so easy to label. It is because this is true that no set of words can be written into law that will accurately and adequately

define the delicate relationships of the fine art of teaching in a democracy. Any attempt to do so will either fall short of the mark and therefore be quite impotent, or it will be so wide in scope as to impose an arbitrary, stultifying, and even terrifying authority upon both teacher and learner.

"For these reasons the sound and practicable course to pursue is not to write into laws and regulations with sweeping effect the undefinable policies and rules which may be shaped into a confusion of words to govern a fine art, but to rely upon the growing appreciation of the art by the educational profession itself. Everywhere throughout the nation educators are becoming increasingly conscious of the sacredness of their trust and of their obligation to insure a fair hearing for the diversity of facts and interpretations of life as represented by the various majority and minority groups which support public education."

In the issue of August 8 a paper by Dean Roscoe Pound on the Place of Higher Learning in American Life is followed by one by E. S. Even-den of Teachers College on Some Contributions of a Junior College, in which he enumerates seven fields of educational service, namely, the preparation of leaders, the vitalizing of religious experiences, the development of intellectual independence, the improvement of instruction, the elevation of the level of general culture, the reestablishment of the American home, and the building of vocational curricula on the junior college level. Martha T. Boardman of the Association of American Colleges gives interesting information about various current practices in presidential reports, mentioning incidentally a number of important institutions in which no such reports are customary.

Educational Record

The *Educational Record* for July appearing in mid-vacation may have received less attention that its important contents deserve. It opens with an account of the 19th annual meeting of the American Council on Education held for the first time in the ampler auditorium of the U. S. Chamber of Commerce, May 1 and 2 last, with an attendance of more than 300 delegates.

President Zook in his annual report gives a detailed review of the current work of the Council. Dr. Lotus D. Coffman, as retiring Chairman of the Council, made a notable Special Plea for Education, concluding:

"When I reflect on the history of civilization and on the problems of present day society, it seems to me that there was never a time when serious study and careful research were more needed, never a time when students should be held more rigorously to high standards and when assignments should call for a maximum of effort, never a time when students need more to be taught that there is no royal nor easy road to learning,

and that understanding can be acquired only by mastering systematic knowledge.

"The weakening influence of groups that believe in progress by overturning completely the present educational superstructure will be reaped when a generation of students who have been the beneficiaries of such a theory reach maturity and undertake to serve the common welfare and to decide the issues of a complex world. Important duties can be discharged effectively only in direct proportion to the standards of excellence maintained by the educational institutions of the country. I agree fully with the English Association for Education in Citizenship which declares that:

"If democracy is to survive and develop as a living force, our educational system must produce men and women loving freedom, desiring to serve the community, and equipped with the necessary knowledge and powers of clear thinking to enable them to become effective citizens."

"It is because I believe in necessary knowledge that I make a special plea for education that puts lime in the bone, iron in the blood, and organized knowledge in the minds of the youth of this generation."

Dr. Ben D. Wood, Director of the Cooperative Test Service, gives an interesting discussion of Teacher Selection, deploring incidentally, "any regulation, or any movement, which directly or indirectly might tend to lessen the contributions of the liberal arts colleges to the teaching profession." He adds: "It is clear that the problem ultimately can not be solved economically or satisfactorily except by the institutions that assume responsibility for training future teachers, including both teachers [colleges] and liberal arts colleges. I am convinced that both types of colleges can make genuine progress in the near future if they will resolutely turn their attention somewhat from paper-curriculum requirements, credits, and ritualistic fulfillments to the measured achievements and abilities, and the observed powers and conduct of individual students and candidates."

President J. R. McCain, of the Association of American Colleges, writes on Regional Cooperation in Higher Education; Dr. Payson Smith, late Commissioner of Education in Massachusetts, on Some Current Issues in Teacher Education:

"... a most important ingredient of good teaching in any field, and especially so in the high schools, is that of scholarship ... many of the so-called professional courses that have reached college campuses by the route of mechanical regulations may have done little to increase the respect of college faculties for professional education. . . .

"There are some considerations that may be worth recording.

"First: The secondary school area is rapidly expanding in numbers. Secondary education seems likely to become very soon as nearly uni-

versal as elementary education has been It is not improbable that the junior college will tend to perpetuate the general ideals of the high schools nearly as much as to anticipate those of the college

"Second: With this nearly universal secondary schooling, it will be harder to hold secondary education to the central core or theme that for so long has determined the programs of our high schools

"Third: The feeling is growing among the people with overwhelming force that education is far more than a matter of knowledge, that it has a major concern with character and behavior

"Fourth: It is not a correct assumption that knowledge secured by study on the college level can be transferred in similar terms or by like treatment to the high school level. The transfer can be successfully made only when the teacher understands the conditions present in the class he teaches

"The points that I have tried to make are these: First, that the education of teachers on all levels must pay greater heed to the numerous factors and agencies that have mutual responsibilities. Second, that in the education of teachers for the elementary schools, the opportunity is now present to widen professional horizons without any sacrifice of efficiency of method. Third, that there is a clear challenge to all institutions that are interested in the education of secondary teachers to grapple with a problem that may well prove to be the most interesting one of the next few decades, namely, a more effective service for that vast and, in some of its parts, new field of post-elementary education."

L. L. Thurstone in *A New Conception of Intelligence* outlines a multiple factor analysis of mental endowment starting with "the assumption that if several tasks require the same primary abilities for an effective performance, then the abilities of an individual will not be differentiated by these tasks. On the other hand, if several tasks require different fundamental abilities, it should be possible to differentiate people's abilities by performances on different tasks

"Scientific work that has been in progress for the past four years has revealed seven primary mental abilities. It is too early as yet to make any definite prediction as to how many abilities will eventually exhaust the field of mental endowment, but they are not likely to be so numerous as sometimes supposed. While future investigation will refine considerably our present ideas about each of the primary abilities, it is possible already to describe the general characteristics of seven of them. The present list of seven primary factors were isolated by the application of factor analysis to the records of 240 college students who volunteered fifteen hours of work in taking fifty-six psychological tests." The seven primary abilities considered were number facility, word fluency, visualizing, memory, perceptual speed, induction, and verbal reasoning.

"Intelligence may eventually be described in terms of many more primary factors than are now known, but studies in this field should be somewhat easier in the future because they may be oriented to the landmarks that have already been found by the factorial methods."

Director H. P. Rainey discusses in some detail the problems and plans of the American Youth Commission. Executive Secretary Marie Butts of the International Bureau of Education (Geneva) gives an interesting presentation of Recent Trends of Education in Europe, quoting at some length from Education for Citizenship in Secondary Schools recently issued by the (English) Association for Education in Citizenship:

"... What, then, are the main headings of the principles and values which the citizens of a democratic community should be encouraged to accept? It is beyond our scope to enter the realm of political philosophy, but we would suggest that the minimum would include the following: the belief in the value of individual human personality; the belief in liberty; in freedom of speech and of criticism, and in freedom of action carried up to the point at which it begins to clash with that of others; the belief that an agreed body of law must be the means by which disputes should be settled, both between individuals and between nations; and further, that changes in the existing state of affairs must be brought about by means of criticism, persuasion, argument, and reason, rather than by violence and force; the belief that the citizen of a democracy must feel active and personal responsibility for its good government, and that he must be prepared to sacrifice time and to use his mind in the service of the various concentric communities—local, national, and world-wide—to which he belongs. These—and no doubt others—are values which are accepted by the overwhelming majority of our population."

Dr. Zook reports on the important activities of the Commission on Problems and Plans in Education. Grants to the Council growing out of the work of this Commission have aggregated nearly a million dollars.

President R. A. Kent of the University of Louisville was elected chairman of the Council for 1936-37.

American Teacher

The *American Teacher* for May-June has an article on Progress in Cooperation, The A.F.T. and the A.A.U.P., concluding:

"Cooperation between these two organizations on a local scale will undoubtedly do much to stimulate and prepare the ground for cooperation on a national scale. Exchange of delegates at annual conventions ought to be helpful in developing mutual understanding. Today, more than ever, such understanding and cooperation are vital to the teaching profession as a whole."

Progressive Education

In the March issue, an article by J. E. W. Wallin entitled *Scholastic Pottage* describes from the point of view of mental hygiene the damage inflicted upon the personality of youth by grading and examination systems. The author attacks the so-called normal distribution curve of class marks as wholly vicious and condemns all over-emphasis on grades as "productive of tragic mental health problems." As a corrective of excessive assignments he urges "a thorough study of the amount of work that should constitute a reasonable requirement per semester unit of credit; a uniform work load standard [which] should be adopted by the colleges of the country;" and "strict accountability" on the part of instructors in the observance of standards so established.

Educational Abstracts

Volume I, No. 2, in eighty pages, gives brief abstracts of current literature under 33 headings, among which are Administration, Organization, and Supervision; Curriculum; Educational History and Biography; Higher Education, and Philosophy of Education. The titles in Higher Education are: Report of Committee on Orientation of Freshmen, D. Anderson; Building a State University: The Goals of an Institution Which Serves Learning and the People, L. D. Coffman; Status of the Junior College in the United States, W. C. Eells; A Cooperative Experimental Project, A. C. Eurich; Admission Requirements, Advanced Studies, and the Freshman Year, R. N. Gummere; The Integrity of the American College from the Standpoint of Administration, W. A. Jessup; Education for Women, Kathryn McHale; Higher Education and the Social Order, and Measuring the Excellence of Institutions of Higher Education, J. D. Russell; The Relationship between the Examination Load and Grades at the University of Chicago, J. M. Stalnaker; Responsibilities of Research Workers in Teachers' Colleges, C. C. Upshall; The American Youth Act, G. Watson; The Art of Administration, M. M. Willey; Present Practices in Administering Quality Points in 172 American Colleges and Universities, R. L. Williams.

LOCAL AND CHAPTER NOTES

HARVARD UNIVERSITY, REORGANIZATION OF PROGRAM IN EDUCATION

A complete reorganization of the program of training for school superintendents, principals, and specialists is announced by the Harvard Graduate School of Education as effective this fall. Under the new plan, the degree of master of arts will be awarded only for professional types of study, while students preparing for secondary school teaching will work for the degree of master of arts in teaching. The minimum period of study required for the degree of master of education will be one year and no course credits will be required or counted; recommendation for the degree will depend on general final examinations and on demonstration of proficiency in actual work in neighboring schools. Applicants without experience in school work will not be admitted to candidacy for this degree. The examination in educational theory will cover the principles of education and psychology, the measurement of individual growth and achievement, the historical and philosophical background of educational policy in certain western countries, current issues in American secondary education, and general principles of teaching.

IOWA STATE REGIONAL MEETING

The ninth annual meeting of the Conference was held on April 10 at Hotel Fort Des Moines in Des Moines in conjunction with the regional meetings of the economic and sociological associations. At the business session representatives of six institutions gave summary reports of activities and plans. Among the actions passed by the Conference may be noted the resolution to maintain a legislative representative to keep chapters informed on the status of legislation influencing higher education in Iowa.

At the joint dinner held with the above associations were delivered addresses by Professor H. J. Gilkey, Iowa State College, on Retirement Annuities in Colleges and Universities, and by Professor H. S. Conard, Grinnell College, on the Function of Faculties in University and College Government. Professor I. F. Neff, Drake University, was elected chairman of the Conference, and Professor E. S. Allen, Iowa State College, secretary.

NEBRASKA WESLEYAN UNIVERSITY, FUNCTION OF THE LOCAL CHAPTER

From the paper read by Professor Guy B. Dolson at the regional meeting at the University of Nebraska on April 4, the following extracts are given:

... The local chapter is composed of men and women who believe in the principles of academic freedom and tenure; they are lovers of justice and fair-dealing, glad of the opportunity of membership in the American Association of University Professors as an indication of their ideals. This principle of academic freedom and tenure was, is, and long must continue to be the very corner-stone of our organization, and it is fearful architecture to conceal the corner-stone. However the superstructure may vary in different localities, no one should belittle the importance of our corner-stone or permit it in any way to become weathered. It is this that brings together men and women from every existing academic field because their strongest common interest is the preservation of the principles of academic freedom and tenure. . . .

Officers may do their best in planning programs for meetings, but they are justified in hesitating to ask a member to spend any considerable time in preparing a paper or in doing anything else if an adequate hearing can not be assured.

In larger universities it is difficult to get the numerous members together; it can scarcely be more difficult than to determine upon an hour when some of the members in the smaller colleges can not find good excuses to be absent. And while I am speaking of excuses and considering the difficulties of the actual chapter, let me say that it is really astounding what extraordinary excuses some of our colleagues can conceive of for not even belonging to the Association. . . .

There are several different ways, it seems to me, in which the local chapter can perform its function. It may seek to be no more than an active social group, setting as its goal wholesome recreation and sincere comradeship. For example, its members may pledge themselves to forget their cars from time to time and join in a healthful hike into the countryside. A picnic, a skating party, or an occasional fireside gathering might prove a blessing. . . .

On the other hand, the chapter can become a contemplative, scholastic group, devoted to the improvement of scholarship both within itself and among students of the campus. Members of such a chapter might encourage each other in research; the meetings might well be given over occasionally to clarifying of ideas, and it is possible that the chapter could actually aid in the publication of significant work. The success of such chapter activity should indeed be acceptable on any campus.

Again a chapter may revive and foster the spirit of altruism. The national association itself has led the way in this field by its avowed interest in any college instructor, whether or not he be a member, who feels that he is being deprived of academic freedom or that he is otherwise suffering injustice. Such interest on the part of the national association necessitates some response or attitude in every local chapter.

We no doubt should have compassion on our needy colleagues who say they can not afford to be members of the association; it is altruistic and praiseworthy in us to do so; still it is often not good business on their part, but savors rather of the deadly egotistic sin of avarice. . . .

Furthermore the chapter that fosters this spirit of altruism may come to fill some such place on the local campus as the League of Nations is striving to fulfill throughout the continents. If the chapter adopts a policy of appointing a committee to wait upon the administrative staff or upon individual members of the faculty whenever trouble rears its head, whether between the administration and a member of the instructional staff or between any two members of the faculty, much good may be done. The problem of the autocratic head of a department who does not assure the same freedom of opinion to every member of his department that he claims for himself should be best solved through the work of such a committee of the local chapter. Every chapter, indeed, has a large field for possible good if it will devote itself wholeheartedly to this kind of altruism.

No one would venture, I presume, to prescribe the exact function of the local chapter of the American Association of University Professors. Whenever and wherever its members will work together with the enthusiasm necessary for accomplishment, the local chapter becomes a valuable asset to the institution.

Some years ago on the campus of Nebraska Wesleyan University the chapter set for itself the study of the curriculum. Frequent enthusiastic meetings were held; committees within the chapter were appointed and assigned problems; earnest study and frank discussion led in time to a number of excellent recommendations to the Faculty. The work thus done by the chapter proved far more satisfactory than the work of an appointed standing committee on curriculum because its inception arose spontaneously from a need rather than from a feeling that a committee had been appointed to ferret out a job. In the chapter meeting no one felt constrained; all entered the discussion on an equal footing as members of the American Association of University Professors.

It is just this freedom from constraint that makes the meetings of the local chapter ideal for the discussion of many problems of the campus. The question of what more can be done for the superior student was likewise studied by our chapter with beneficial results. Honors courses, departmental and general, were introduced and quickened, and an annual Honors Day for the recognition of superior students came into existence.

When in the uncertain days of 1930 and 1931 it seemed necessary to reduce the personnel of the Faculty, another study arose for the local chapter of the Association. After careful consideration as to whether

or not it was possible to reduce the personnel of the Faculty further if the efficiency of the University was to be maintained, the members of the chapter voted unanimously to have a committee wait upon the Administration and convey their willingness to partake of whatever income was available rather than sanction the dismissal of any one in days when unemployment was prevalent and the prospect of securing employment elsewhere was small. The committee was given a courteous hearing, and the recommendation of the chapter was approved by both the Faculty and the Administration.

But I need not give further examples of what a chapter has accomplished. I should rather make a recommendation for the consideration of local chapters in which the by-laws call for the annual election of officers, and the custom exists of choosing a new group each year. I would recommend the retention of the same officers for more than one year or perhaps the rotation of office within the executive committee, because a new officer too often does not in reality become conscious of his work until his annual term is nearing its expiration. It might also be well to retain the past president as a member of the executive committee for at least one year. Without some such continuity or duration in the offices of the chapter, worth-while projects are likely to suffer.

With the aid of past *Bulletins* of the Association I have compiled a list of topics suggestive of activity in local chapters. . . . It is my hope that every chapter in our region may find among the suggestions something of value to assist in making it more nearly approach that perfect chapter of which I spoke at the beginning.

Following is the list of topics presented by Professor Dolson in mimeographed form:

Topics Suggested for Study in the Local Chapter

(*Purpose: The general improvement of higher education and of the status of the profession.*)

1. Should compulsory retirement come at a definite age regardless of ability?
2. What can be done to help the superior student?
3. Creating an atmosphere for more intensive work among students.
4. Revision of the curriculum with reference to local problems or objectives.
5. The relation between the high school and the university.
6. Effects of the depression and plans for recovery on the local campus.
7. Our relation to the junior college.
8. Protests against Teachers' Oaths.
9. Mutual life and accident insurance.
10. Annuities for teachers.
11. The Department as an academic unit.
12. Methods of teaching.
13. The curriculum.

14. Requirements in education for teachers in junior colleges.
15. Awarding the member of the junior class having the highest scholastic record.
16. How to secure faculty-representation on the Board of Trustees.
17. The significance of the new methods of accrediting of the North Central Association.
18. Interference with freedom of teaching by prescription of textbooks.
19. Tenure of office and dismissal of members of the instructional staff.
20. The obligation of the Head Professor to assure the same freedom of opinion for every member of his staff that he claims for himself.
21. Comprehensive examinations.
22. Honors courses.
23. A one-page periodical of A. A. U. P. news to create interest in the chapter and a better understanding between the teaching staff and the administrative staff.
24. An Honors-Day dinner for the recognition of honor-students.
25. Scrutiny of and evaluation of extra-curricular activities.
26. A more constant and intelligent use of the library.
27. Professional requirements of the High-school Teachers' License.
28. Major trends in higher education.
29. Where chapters exist membership should be recognized only through active affiliation with the local chapter.
30. Faculty health.
31. Encouraging research and publication among members.
32. Desirability of a committee to wait upon the administration or upon individual members of the faculty when trouble appears.
33. The social activity of the chapter.
34. Dinner meetings with or without invited Trustees or other guests.
35. Discussion of the *Bulletin*.
36. The industrialization of our universities.

TULANE UNIVERSITY, CHAPTER BY-LAWS

The following by-laws were adopted by the Chapter on April 6, 1936:

Article I: Membership.

Section 1: The membership of this Chapter shall be composed of those of the Tulane University faculty who are members in good standing of the American Association of University Professors.

Section 2: There shall be four classes of members, as defined by the constitution of the national organization.

Section 3: Voting power shall be restricted to active members of this Chapter.

Article II: Officers and Their Duties.

Section 1: The officers of this Chapter shall be a President, a Vice-President, and a Secretary-Treasurer. They shall perform the duties ordinarily associated with their respective offices, and shall serve on the Executive Committee as prescribed in Section 2 of this Article.

Section 2: The Executive Committee shall consist of the President, Vice-President, Secretary-Treasurer, the last Past-President, and one

Member-at-Large. The Executive Committee shall arrange Chapter meetings as prescribed in Article III. It shall serve as a Nominating Committee for elections to office, as prescribed in Article V, Section 1. It shall be empowered further to designate temporary committees for other purposes, or it may itself function as such; actions under this provision, unless specifically authorized by vote of the Chapter at a meeting, shall be restricted to matters not involving relations of the Chapter or Faculties to the University Administration or to the American Association of University Professors on matters of Chapter policy.

Article III: Meetings.

Section 1: At least two meetings shall be held by the Chapter in the course of each school year.

Section 2: The time and place of meetings shall be determined by the Executive Committee, and announcements of meetings issued by the Secretary-Treasurer shall indicate the business and program topics of the meetings.

Section 3: The Executive Committee may arrange meetings for special purposes, and shall do so if requested in writing by five members of the Chapter.

Section 4: The Executive Committee shall serve as a Program Committee, arranging programs on topics relating to the interests of Tulane University and this Chapter.

Article IV: Quorum.

For transaction of business, one-fourth of the active members of the Chapter shall constitute a quorum.

Article V: Elections.

Section 1: The Executive Committee shall present, at the last meeting scheduled for each school year, two nominations each for President, Vice-President, and Secretary-Treasurer, and two for the Executive Committee Member-at-Large.

Section 2: Additional nominations may be made from the floor at the meeting designated for election of officers.

Section 3: Elections shall be by ballot. Candidates receiving the largest number of votes cast for their respective offices shall be declared elected.

Section 4: Tenure of officers so elected shall begin with the opening of the school year next following, service to terminate with the opening of session one year thereafter.

Section 5: Except in the instance of the Secretary-Treasurer, no officer may succeed himself, and no Past-President completing his service on

the Executive Committee shall be eligible for an immediately succeeding election to that Committee as a Member-at-Large.

Article VI: Dues.

Section 1: No regular dues shall be assessed.

Section 2: The Executive Committee shall be authorized to levy special assessments of Chapter members, subject to approval by a majority of those present and voting at a meeting of the Chapter.

Article VII: Amendments.

Section 1: Any proposed amendment of the By-Laws shall be voted on by the Chapter only after such proposal is presented at a prior meeting and when due mention of the pending vote is included in notices distributed to members by the Secretary-Treasurer.

Section 2: A majority vote of the total active membership of the Chapter shall be necessary to effectuate an amendment of the By-Laws. Active members of the Chapter may vote by proxy on amendments to the By-Laws. Such proxy votes must be submitted in writing to the Secretary of the Chapter in advance of the meeting at which the Chapter acts finally on the proposed amendment or amendments.

Article VIII: Effective Date of By-Laws.

These By-Laws shall become effective as of May 1, 1936.

WISCONSIN STATE MEETING

A state conference attended by more than one hundred members was held at Madison on May 2. President Carlson of the Association made the principal address and President Glenn Frank of the University described the attitude of the administration as actively sympathetic toward the aims of the Association. In a symposium on the policies of faculties and administrators relating to student organizations on the campus, particularly the so-called liberal groups, many members took part. At a session in the evening there was held a discussion of various problems of the Association. Representatives from seven institutions were present at the meetings.

CHAPTER ACTIVITIES

Cornell University. A regional meeting held at Ithaca on May 9 was attended by about 100 representatives and wives from eight institutions in New York State. The general subject of academic freedom was briefly discussed by Professor Nathaniel Schmidt, and the principal address was delivered by Dr. Ben D. Wood on Criteria of Individualized Education.

Gettysburg College. The local chapter gave a dinner on April 30 with members of the administration and the Board of Trustees as guests.

Grinnell College. As a result of discussions at chapter meetings during the past year the faculty has elected a Committee on Financial Coordination to which all matters of departmental expansion are to be referred before being considered by the administration.

Hobart College. At a dinner meeting held by the local chapter on April 13 were present several members from the chapters at Williams College and at Cornell University, in addition to 26 of the 27 members of the home chapter. The principal address of the evening was made by Professor R. E. Himstead, who spoke on the history and purposes of the organization.

Kansas State Teachers College. A carefully planned meeting of the local chapter on June 26 centered in the discussion of the aims and possibilities for a program of the Association. The three leaders in the discussion, Dr. Paul Murphy, Dr. Gordon Eacker, and Professor Edgar Mendenhall, presented the following topics: the need for an up-to-date curriculum, interrelation and cooperation of departments, general methods and measurements, possible help for superior students, and several others. In the general discussion that followed problems of the opportunities for and desirability of research were particularly emphasized.

Southern Illinois Normal University. At the dinner meeting in May Professor Richard F. Jones of Washington University spoke on the Development of Ideas in Science in the Seventeenth Century. On this occasion the chapter made an award of \$25 to the student chosen as the most promising member of the junior class.

Vanderbilt University. The Vanderbilt and Peabody chapters held two joint meetings during the past year. The chapters are planning for regular joint sessions.

COMMUNICATIONS

POLICY OF THE BULLETIN

From a Member in an Eastern University:*

I have just read on page 123 of the February *Bulletin* your editorial comments with respect to criticisms you received concerning the alleged wastefulness of publishing abstracts from various educational periodicals in the *Bulletin*. I want to dissent heartily from this point of view. As a matter of fact, the largest value which the *Bulletin* has always had for me is these admirable selections which you have made from such periodicals. I should never see them, and in general no one man outside of the purely educational field has an opportunity to see and read these general journals or the abstracts from speeches by noted authorities in the field of education. Personally I find your selections perfectly invaluable and most stimulating.

From the Original Critic:†

Professor ——— seems pleased to read "abstracts from speeches by noted authorities in the field of education." On my part I could not feel safe in getting a valuable or stimulating slant on Mathematics or Engineering by reading paragraph excerpts clipped by a professor of Zoology or abstracts of articles in those fields written by a professor of English. Unfortunately, most people—even professors—assume that every one is more—rather than less—conversant in the field of Education. And this field of study will continue to be a "play-thing" so long as we in Education wink at the superficial consideration given by "educators" in other fields of study.

But I am as much concerned relative to other fields as I am with my own. Excerpts are very liable to give an exceedingly partial view. Quotation out of context is unreliable. Abstracts are too generally a superficial presentation. "Educational Abstracts"—a new magazine—is dangerous enough in its own field, though with some sanity there.

I am confident that much greater service—of a higher professional character—would be rendered by our *Bulletin*, if the editor would present "Notes on leading articles," (or some such title), intended to invite the attention of busy professors to current writings in various periodicals, a wide enough range to provide selection according to interests.

* A professor of engineering.

† A professor of education.

From the Professor of Engineering:

I can only repeat my original dissent from Professor ——'s point of view. It occurs to me that as a Professor of Education he perhaps overestimates the amount of reading which those of us who are engaged in the professions are able to do outside our own specialist field. . . .

I imagine that Professor —— does not, for instance, make a habit of perusing Engineering News-Record to discover the half dozen articles a year which normally appear in such a journal dealing with significant aspects of engineering education. Similarly I would not have occasion to read "School and Society" or some of the other periodicals of a similar nature which lie outside my own professional field. Naturally I should like very much to do this if time permitted, but we all of us have to depend on abstracts more or less even in our strictly professional field.

EDITOR'S NOTE: The *Bulletin* can only print what may fairly be assumed to be of interest to a large proportion of the members irrespective of their specific professional fields. What is suggested by the final paragraph of the second letter has been attempted for several years in the section entitled Notes from Periodicals.

MEMBERSHIP

ACTIVE MEMBERS ELECTED

The Committee on Admissions announces the election of three hundred and thirty-three Active and eighty-one Junior members as follows:

Alabama Polytechnic Institute, Asa Clark, Edward E. Cureton; **University of Alabama**, Wendell M. Adamson, Lee Glover, George J. Metcalf; **Arkansas State Teachers College (Conway)**, Paul T. McHenry; **Allegheny College**, Henry F. Boettcher; **University of Arizona**, Inez Thrift; **University of Arkansas**, John R. Cooper; **Ball State Teachers College**, Albert M. Carmichael, David T. Cushman, Sharley B. DeMotte, Lars L. Hyde, H. A. Jeep, Mildred Johnson, Floy R. Painter, John M. Shales, Ervin C. Shoemaker, Susan Trane, Leslie H. Whitcraft; **Baylor University**, Benjamin O. Herring; **Berea College**, Virginia Engle; **Boston University**, Donald DeW. Durrell, Harold O. White; **Brigham Young University**, A. Rex Johnson; **Brooklyn College**, Joseph Bressler; **University of Buffalo**, Philip Halpern, Margaret C. Swisher, Mazie E. Wagner; **Butler University**, C. P. Camp, George A. Schumacher; **University of California at Los Angeles**, Edith R. Harshberger, Walter Mosauer; **Carnegie Institute of Technology**, Glen U. Cleeton, Donald M. Goodfellow, Vincent G. Parisi, Allen E. Risedorph; **Case School of Applied Science**, Gordon B. Carson; **University of Chattanooga**, Blynn Owen; **University of Chicago**, Percival Bailey, Anton B. Burg, D. Jerome Fisher, Frank N. Freeman, E. M. K. Geiling, Julian H. Lewis, Carl R. Moore, John D. Russell, Frederic W. Schlutz, A. Eugene Staley, Lillian Stevenson, Howard Talley; **University of Cincinnati**, Frank R. Byers, Robert H. Cardew, Walter C. Phillips; **City College (New York)**, Charles K. Angrist, Hillman M. Bishop, John Hastings, Milton Offutt, Elliott H. Polinger, Selby L. Robinson, Robert I. Wolff; **Colorado State College**, Dudley P. Glick, Walter J. Morrill; **Western State College of Colorado**, Reinhardt Schuhmann; **Columbia University**, George W. Hibbitt; **Connecticut College**, Frances M. Clarke; **Connecticut State College**, Sherman P. Hollister; **Duquesne University**, Benjamin E. Grant; **Findlay College**, W. A. Bair, Stuart Holcomb, James R. Mock, Roy J. Wertheim; **Fisk University**, Lorenzo D. Turner; **Florida State College for Women**, Walter R. Cowles, Marian Irish, Olga Larson, Owen Sellers; **Fordham University**, W. Leo Batten, Albert F. Kaelin, James H. McCabe, Thomas McHugh, Joseph S. Murphy, Mario Nardelli, Raymond C. Strassburger; **Furman University**, Edwin M. Highsmith; **George Peabody College for Teachers**, Frank L. Wren; **George Washington University**, C. Max Farrington, William H. Myers; **Georgia State College for Women**, Cecilia H. Bason, Katharine Butts, Edward G. Cornelius, Hoy Taylor; **Harris Teachers College**, Cornelia Brossard, Ernest G. Hoffsten, Roselle D. Hughes, Mary D. Spalding, Lester I. Zimmerman; **Hastings College**, Robert M. McDill; **Haverford College**, Howard M. Teaf, Jr.; **University of Hawaii**, John W. Coulter; **Henderson State Teachers College**, C. E. Arnett, Frederick Harwood, Solon B. Suduth; **Hood College**, Joyce M. Horner, Ellen H. Jervy, Martha C. Thomas; **Howard University**, John H. Burr, Louis A. Hansborough, Madeleine Kirkland, Arnold Maloney, Louise S. Sewell; **Hunter College**, Dorothy G. Fowler; **University of Idaho**, Arthur H. Beattie; **Illinois State Normal University**, Mabel Crompton, Thomas J. Douglass, Ruth Henline, Clyde W. Hudelson, Thomas J. Lancaster; **Illinois State Normal University (Southern)**, Marjorie Shank; **Illinois State Teachers College (Northern)**, Helen R. Messenger; **University of Illinois**, Ernst Gellhorn; **Indiana University**, Milo J. Bowman; **Iowa State College**, C. Arnold Anderson, N. E. Fabricius, Alfred M. Lucas; **John Carroll University**, Aloysius Bungart; **Johns**

Hopkins University, Mark H. Secrist; **Kansas State College**, Helen E. Elcock, Kingsley W. Given, Helen P. Hostetter, H. Miles Heberer, Myra E. Scott; **Kansas State Teachers College (Pittsburg)**, Frank German, Robert W. Hart, Harry V. Hartman, Temple Hill, Mary E. Howe, Charles H. Morgan; **Kansas State Teachers College (Emporia)**, Ada Baum, Ida M. Franz, Franklin L. Gilson, C. F. Gladfelter, Queen C. Harper, Emma Humble, Gladys Kemp, Mildred S. Miller, Ward H. Overholt, Bertha Robinson, Ruth V. Simpson, Dan L. Wilhelm, Jennie Williams; **University of Kentucky**, Daniel VanB. Hegeman; **Keuka College**, Mabel Belden, Irene M. Eastman, Hazel Ellis; **Lincoln University (Missouri)**, James Parks; **Louisiana State University**, LeRoy Carlson, May L. Denham, Margaret M. Healey, Robert B. Heilman, Christian Jordan, Daisy C. Reymond; **Loyola University (Illinois)**, Eneas B. Goodwin, John M. Melchior; **University of Maine**, Everett J. Felker; **Marshall College**, John F. Bartlett; **University of Maryland**, George McC. Anderson, Marvin J. Andrews, Robert P. Bay, B. Olive Cole, Roger Howell, J. Ben Robinson, Leo A. Walzak; **Massachusetts State College**, Harvey L. Sweetman; **Mercer University**, John D. Allen; **Michigan State College**, Harry C. Barnett, Fred T. Mitchell; **University of Michigan**, Leslie A. White; **Middlebury College**, Lansing V. Hammond; **Milwaukee-Downer College**, Hazel Rennoe; **University of Minnesota**, Raymond N. Bieter, Albert M. Field, Royal C. Gray, Robert W. Murchie; **Missouri State Teachers College (Central)**, Edith M. Howard, Oscar A. Marti; **Missouri State Teachers College (Northwest)**, A. J. Cauffield, Mary M. Fisher, Chloe E. Millikan, Richard T. Wright; **Missouri State Teachers College (Southeast)**, Helen DeW. Bedford; **University of Missouri**, Lola Anderson, Margaret M. Duncan; **Monmouth College**, William S. Haldeman; **State University of Montana**, Andrew Corry, Philip O. Keeney; **Morehead State Teachers College**, Myrtis W. Hall; **Nebraska State Teachers College (Peru)**, G. Holt Steck; **University of Nebraska**, Hermann T. Decker, Clara Evans, Archibald R. McIntyre; **University of New Hampshire**, Richard H. Kimball, Herbert C. Moore; **New York University**, Joseph W. Barlow, Arthur Crosman, John A. Crow, Howard H. Dunbar, Alonzo F. Myers, William E. Racicot, Robert K. Speer, Paul Studenski, Leon Whipple; **North Dakota Agricultural College**, Leon H. Hartwell; **Northwestern University**, Lura Bailey, Glenn C. Bainum, William Burke, Harold C. Coffman, Cortland Eyer, Arthur L. Howland, Theodore Lams, Ross A. Maxwell, William Peterson, Arcule Sheasby, Samuel W. Specthrie, Frank E. Wood; **Notre Dame University**, Louis F. Buckley; **Oberlin College**, Warren Taylor; **Ohio University**, Ralph F. Beckert, Edith E. Beechel, Velma Phillips; **Ohio State University**, Marion Griffith, Ralph W. Powell, Robert Y. Walker; **University of Oregon**, Edna Landros; **Parsons College**, Charles Carter; **Pennsylvania College for Women**, Ralph Lewando; **Pennsylvania State College**, William K. Schmelzle; **Pennsylvania State Teachers College (Edinboro)**, Nelle G. Hudson; **Pennsylvania State Teachers College (West Chester)**, Paul McCorkle, Charles A. Selzer; **University of Pennsylvania**, Michael T. Carey; **Pomona College**, Harold H. Davis; **Princeton University**, Dayton D. McKean; **University of Puerto Rico**, José C. Rosario; **Reed College**, Reginald F. Arragon, Alexander Goldenweiser, G. Bernard Noble; **Rensselaer Polytechnic Institute**, John G. Fairfield; **University of Rochester**, Louis A. Alexander, Delos L. Canfield, Maynard L. Cassidy, William E. Dunkman, Donald B. Gilchrist, Alonzo G. Grace, Howard G. Harvey, J. Douglas Hood, Alfred H. Jones, Horace W. Leet, James D. McGill, Wilson Micks, Virginia Moscrip, Paul Pigors, Ralph P. Tittsler, Griffith W. Williams; **St. Cloud State Teachers College**, Francis M. Smudde; **St. Lawrence University**, John M. Atwood, Sherwood F. Brown, H. Philbrook Morrell; **St. Louis University**, John Auer, James Brady, Moyer S. Fleisher, Louis W. Forrey, William W. Graves, Gustave V. Greve-

nig; Simmons College, Lucy Fisher; South Dakota State College, Kurt Franke; University of South Dakota, Edith Abell, Delia Garrett; Stanford University, Max Savelle; Susquehanna University, Charles Leese; Syracuse University, Herman K. Kirchhofer, William Yerington; Temple University, Harold P. Alspaugh, James A. Barnes, Vera M. Butler, Nancy Campbell, Raymond J. Curry, Walter S. Gladfelter, Prudence Gunson, Robert E. Lee, Eva M. Pletsch, Lillian R. Reed, Christian Schuster, Jr., Helen A. Smiley, Emily V. Smith, Samuel J. Steiner, Ruth G. Strickland, Martha K. Wiegand, Charles A. Wright, Maxmillian W. Younger; University of Tennessee, Arthur G. Mulder, Davis S. Pankratz; Agricultural and Mechanical College of Texas, John P. Abbott; Texas State College for Women, Iva Chapman; University of Texas, Charles A. Timm; Trinity College (Connecticut), Blanchard W. Means; Tulane University, Robert P. Walton; University of Tulsa, Franklin T. Gardner, Albert Lukken, Ben L. Remick, Boyd Ringo; Union University, George H. Danton, J. George Lutz; University of Utah, Mervin B. Hogan; Valparaiso University, Derrill R. Place; Vassar College, Madelene E. Pierce, Inez S. Ryberg; Virginia State Teachers College (Harrisonburg), Argus J. Tresidder; Wake Forest College, Carlton P. West; Washington College, William M. Barnett; University of Washington, Elton F. Guthrie, James K. Hall; Western Reserve University, W. Powell Jones, Eva M. Sanford, Claire S. Schradieck, Ethel M. Williams; University of Wichita, Earle R. Davis, Eva C. Hangen; Williams College, O. R. Altman; University of Wisconsin, Herbert P. Evans; University of Wyoming, Mary E. Marks; Yale University, Walter E. Hambourger; Central YMCA College (Chicago), Millard S. Everett.

TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

Berea College, Lawrence M. Baker; Brooklyn College, Hugh Wilson; Creighton University, V. A. McCrossen; Findlay College, W. C. LeVan; Grinnell College, Francis W. Werking; University of Idaho, E. R. Martell; Keuka College, Helen M. Scribner; Lawrence College, Charles D. Flory; Linfield College, Tom H. Tuttle; Southwestern Louisiana Institute, Joseph A. Riehl; Louisiana State University, R. L. Carleton; University of Maine, E. Faye Wilson; Maryville College, Ralph S. Collins; University of Michigan, Harlow J. Heneman; Morehead State Teachers College, J. T. Mays; Nebraska State Teachers College (Peru), William T. Miller; New York University, Malvina Schweizer; North Carolina State College, George Horton; University of Pennsylvania, Hans Neisser; University of Rochester, Cornelia DeC. Taylor; St. Mary-of-the-Woods College, Catherine M. Haage; Seton Hill College, Paul Mahady; Temple University, Catherine M. Hinchey; State College of Washington, Ralph F. MacLennan; Wells College, Jeannette G. Byington; Central YMCA College (Chicago), Edwin J. Kunst.

JUNIOR MEMBERS ELECTED

Adelphi College, Theodore B. Braneld; Alabama Polytechnic Institute, Ernest Williams; University of Alabama, Langston T. Hawley, August deB. Hollingshead, John F. Ramsey; Baylor University, Edmund Kinsinger; Brown University, Julian L. Solinger; Carnegie Institute of Technology, Peter Müller-Munk; Centre College of Kentucky, Ross McL. Taylor; City College (New York), Morris Winokur; Colgate University, Charles F. Phillips; Emory University, J. Edward Hedges; Florida State College for Women, William Joubert, Lynn Ralya; University of Florida, Frederick Conner, Lester L. Hale, Dowling Leatherwood; Fordham University, James F. Brady,

John V. Connorton, John G. O'Hara, Edmund V. O'Sullivan; **Georgia State College for Women**, William C. Capel, Iva M. Chandler, Mildred English; **Harvard University**, W. Howard Chase; **Hobart College**, James D. Scott; **Hood College**, Dorothy M. Anderson, Ruth Clayton, Ruth G. Mason; **University of Idaho**, Donald Fernholz; **Illinois State Normal University**, Stella VanP. Henderson, Harold F. Koepke; **Illinois Wesleyan University**, Harry E. Pratt; **Iowa State College**, Leland A. Underkofler; **John Carroll University**, Donald Gavin, John Seliskar, Carl Urankar; **Kansas State College**, Frederick A. Peery; **University of Kentucky**, Paul Averitt, James R. Foster; **Louisiana State University**, Dale E. Bennett; **University of Louisville**, Leonard Koester; **MacMurray College**, Grace Knopp; **University of Maryland**, Bridgewater M. Arnold, C. Wilbur Cissel, Harry G. Clowes; **Mills College**, Howard E. Couper; **Missouri State Teachers College (Central)**, Paul A. DeVore; **Missouri State Teachers College (Northwest)**, Frank Horsfall, Jr., J. N. Sayler; **Missouri State Teachers College (Southeast)**, William A. Buckner; **Monmouth College**, Wendell M. Keck, Robert W. McCulloch; **Nebraska State Teachers College (Kearney)**, H. R. Butts, Jr.; **New York University**, Irving S. Lowen; **Northwestern University**, Howard H. Rowley, H. W. Torgerson; **St. Lawrence University**, Herbert A. Bloch, Frederick B. Parker; **Smith College**, Herbert H. Vreeland, Jr.; **Temple University**, George A. Muzzey, Onofrey G. Rybachok; **University of Texas**, G. Louis Joughin; **University of Tulsa**, Robert W. Bailey; **Union University**, Allan C. Scott; **Vassar College**, Margaret G. Myers; **Washington College**, Newell Smith; **University of Washington**, Hermina Zipple; **Wells College**, Elizabeth Loomis; **University of Wisconsin**, John S. Irwin; **University of Wyoming**, W. Mac Stewart; **Yale University**, Donald W. Bailey, Richard B. Brandt, Pearson Hunt; **Not in University Connection**, James M. Bradford (M.S., Chicago), Chicago, Ill.; Harold Haydon (M.A., Chicago), Chicago, Ill.; Joe L. Hermanson (Ph.D., Iowa), Billings, Mont.; Gerard Hinrichs (M.A., Arizona), New Orleans, La.; Charles R. L. Oder (Ph.D., Illinois), Jefferson City, Tenn.; Bertil Sima (Ph.D., Leipzig), Rockford, Ill.; Robert G. Stephens (Ph.D., Yale), Culver, Ind.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and sixty-five nominations for Active membership and twenty-seven nominations for Junior membership are printed as provided under Article IV of the Constitution. Objections to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before November 25, 1936.

The primary purpose of this provision is to bring to the attention of the Committee any question concerning the technical eligibility of nominees under the provision of the Constitution affecting membership, namely: "Active members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the three-year requirement." "Junior members shall be graduate students or persons eligible for nomination as Active members except in length of service."

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. Richards, Oklahoma; W. O. Sypherd, Delaware; F. J. Tschan, Pennsylvania State.

David H. Abel (Classics), Loyola (Illinois)
Anna T. Agan (Home Economics), Kansas State
Julia F. Allen (History), Berea
Marjorie Anderson (English), Hunter
Thanning W. Andersen (Anatomy), Virginia Medical
Genevieve Apgar (English), Ohio
William P. Argy (Medicine), Georgetown
Eugene L. Bailes (Chemistry), Colorado State
Violetta Baker (Foreign Languages), Ball State Teachers
Jeff Banks (Anatomy), Arkansas
Adeline C. Bartlett (English), Hunter
Lillian E. Benson (Foreign Languages), Texas State for Women
Gordon M. Bentley (Entomology), Tennessee
John K. Benton (Philosophy), Brothers
Leora Blair (Mathematics), Louisiana State Normal
Otto H. Boesser (German), Alabama
Andrew C. Bowdle (Physical Education), Delaware
Mamie I. Bowman (English), Louisiana State Normal
Harold W. Bradley (History), Stanford
Catherine P. Bradshaw (Classics), St. Mary

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

- Donald D. Brand (Anthropology), New Mexico
Harold Brenholtz (Education), North Texas State Teachers
L. T. Brown (Engineering), Iowa State
Sherman W. Brown (Romance Languages), Central YMCA (Chicago)
Helen Cade (Home Economics), Butler
James A. Cahill (Surgery), Georgetown
Fred W. Calvert (Social Science), Missouri State Teachers (Central)
Marcia E. Canty (Home Economics), Lincoln (Missouri)
Francis J. Carmody (French), California (Berkeley)
Tema S. Clare (Biology), Southern California
George O. Cooper (Botany), Smith
Lyle W. Cooper (Economics), Marquette
Ina F. Cowles (Home Economics), Kansas State
Lee F. Crippen (History), Berea
Daisy Davis (Home Economics), Ohio State
Helen C. Davis (Education), Colorado State College of Education
John L. Davis (English), Lynchburg
George E. Diller (French), Rutgers
Auel M. Dingwall (Speech, Dramatics), Hunter
Geneve Drinkwater (History), Vassar
F. Roger Dunn (History), Central YMCA (Chicago)
Brainerd Dyer (History), California (Los Angeles)
Henry P. Eames (Music), Scripps
Albert L. Elder (Chemistry), Syracuse
Sister Ann Elizabeth (Mathematics), St. Mary
George P. Faust (English), Duquesne
Martha Feltus (History), Louisiana State Normal
Joseph K. Folsom (Sociology), Vassar
Thelma Force (Education), Illinois State Normal
Helen W. Ford (Child Welfare), Kansas State
Edward R. Frank (Surgery), Kansas State
Monroe E. Gardner (Pomology), North Carolina State
Lilah R. Gaut (Home Economics), Hood
Joseph A. Gengerelli (Psychology), California (Los Angeles)
John R. Gentry (Psychology), Ohio
Edith E. Gladfelter (Geography, Biology), Harris Teachers
George M. Glasgow (Speech), Fordham
Charles G. Goodrich (French), Monmouth
Viola Graham (Physiology), Florida State for Women
Abe A. Groening (Chemistry, Physics), Albany
Ora F. Grubbs (History), Kansas State Teachers (Pittsburg)
Elsa Grueneberg (German), Park
J. Anton de Haas (International Relationships), Harvard
Mary T. Harvey (Speech), Hunter
Ruth Hartman (Music), Kansas State
Robert P. Herwick (Pharmacology), Georgetown
Florence M. Hoagland (Psychology, Philosophy), Bethany (West Virginia)
Lillian H. Hornstein (English), New York
Wilbur S. Howell (English), Princeton
William Hume, II (Civil Engineering), New Mexico
J. G. Hummel (Mechanical Engineering), Iowa State

LaVerne E. Irvine (Music), Missouri State Teachers (Northwest)
Gorton James (Business), Miami
Olaf M. Jordahl (Physics), Northwestern
Louis C. Jordy (Chemistry), Brothers
Oscar W. Junek (Sociology, Anthropology), Central YMCA (Chicago)
Mildred Kelly (Education), Louisiana State Normal
C. G. Killen (Mathematics), Louisiana State Normal
Charles R. Kinison (Industrial Education), Ohio
James A. Kleist (Classics), St. Louis
L. Francis Kraus (Physical Education), Hobart
Maynard C. Krueger (Economics), Chicago
Howard A. Lane (Education), Northwestern
Alfred McC. Lee, II (Sociology), Kansas
Wayne A. R. Leys (Philosophy), Central YMCA (Chicago)
Jean Lindsay (English), Hunter
Laverna Lossing (Music), California (Los Angeles)
Florence B. Lovell (Religion), Vassar
Reemt E. Luebbers (Economics, Business Administration), Albion
John McAndrew (Art), Vassar
Clive M. McCay (Nutrition), Cornell
Lilian G. McCook (Music), Louisiana State Normal
Edith McCrea (Art), Skidmore
John M. S. McDonald (Philosophy), University of the South
Ruth C. MacKay (Zoology), Vassar
James McMorries (Philosophy), Lincoln (Missouri)
Ernest Mahan (History), Kansas State Teachers (Pittsburg)
Leland Mathis (English), Iowa State
L. Halliday Meisburger (Oral Pathology), Buffalo
A. Ulric Moore (Dramatics, Speech), Iowa State Teachers
Merritt H. Moore (Philosophy), Knox
Olin D. Morrison (American History), Ohio
John P. Murchison (Economics), Howard
F. P. Obrien (Education), Kansas
Susie E. Ogden (Accounting), Illinois State Normal (Southern)
William H. Olson (Zoology), Pennsylvania State Teachers (Mansfield)
Jacob S. Orleans (Education), City (New York)
Robert C. Patterson (Biology), West Virginia
Harvey A. Peterson (Psychology), Illinois State Normal
John B. Peterson (Soils), Iowa State
Harris E. Phipps (Chemistry), Illinois State Teachers (Eastern)
Hans Platenius (Biochemistry), Cornell
Boris Podolsky (Mathematical Physics), Cincinnati
Edward A. Post (English), Boston
Warren T. Powell (Religious Education), Boston
Henry L. Prather (Political Science), Louisiana State Normal
Laura H. Pricer (English), Illinois State Normal
Glenn O. Randall (Horticulture), North Carolina State
Roger D. Reid (Bacteriology), Pennsylvania State
Mabel W. Rentfro (Latin, French), Idaho
Max Rheinstein (Comparative Law), Chicago
Rudolf M. Riefstahl (Fine Arts), New York

Nan L. Robert (Biology), Hunter
John Roberts (Physical Education), Nebraska Wesleyan
N. W. Rockey (English), Kansas State
Alfred I. Roehm (Modern Languages), George Peabody
Jean B. Rowley (Psychology), Vassar
Ernest L. Sabine (English), Ball State Teachers
Eugenie Scheiw (Physical Education), Hunter
Charles H. W. Sedgewick (Mathematics), Connecticut State
Fred A. Shannon (History), Kansas State
Millard Sheets (Art), Scripps
R. Norris Shreve (Chemical Engineering), Purdue
Margaret E. Sill (Geography), Michigan State Normal
William E. Sloat (English), Central YMCA (Chicago)
Agnes M. Small (Speech, Dramatics), Hunter
Edward L. Smith (Economics), Hunter
Raymond A. Smith (Music), Central YMCA (Chicago)
Robert L. Smith (Spanish), Maryville
Walter R. Smith (Sociology), Kansas
Louis L. Snyder (History), City (New York)
Don W. Sparks (English), Butler
Frank G. Spencer (History), Central YMCA (Chicago)
Hertha D. E. Sponer (Physics), Duke
Merle Spurrier (Physical Education), Rochester
Mary M. Steagall (Zoology), Illinois State Normal (Southern)
Kathryn Stein (Zoology), Mount Holyoke
Caroline H. Stevens (English), Hunter
Charles C. Stroud (Physical Education), Louisiana State Normal
Arlie Sutherland (Commerce), Nebraska State Teachers (Wayne)
Daniel C. Taylor (English), Central YMCA (Chicago)
Marion A. Taylor (English), Illinois State Normal
Stanley M. Teel (Music), Montana
Garrett W. Thiessen (Chemistry), Monmouth
Charles R. Thompson (Economics), Kansas State
Constance S. Veysey (English), Hunter
Nell B. Waldron (History), Illinois State Normal
W. B. C. Watkins (English), Princeton
Elizabeth L. White (Education), Missouri State Teachers (Northwest)
Doxey A. Wilkerson (Education), Howard
John M. Williams (English), Boston
Fremont P. Wirth (History), George Peabody
Arthur L. Woehl (Speech, Dramatics), Hunter
Elizabeth H. Zorb (German), Vassar
John A. Zvetina (History, Political Science), Loyola (Illinois)

NOMINATIONS FOR JUNIOR MEMBERSHIP

George Axtelle (Education), Northwestern
Louis H. Bell (Journalism), Pennsylvania State
Frederic G. Cassidy (English), Michigan
Gurney W. Clemens (German), Johns Hopkins
Roy H. Cook (Mathematics), South Dakota School of Mines

Mabel A. Dickson (Home Economics), Ohio State
Noel E. Foss (Chemistry), Duquesne
Alphonse A. Gailewicz (Music), Missouri State Teachers (Northwest)
William G. Hardy (English), New York State for Teachers
George Hunsberger (Economics), Arkansas
Herbert L. Jones (Electrical Engineering), New Mexico
Paul K. Keene (Mathematics, Physics), Brothers
R. R. Lashbrook (Journalism), Kansas State
Helen McNeil (Religious Education), Chicago
Eldridge T. McSwain (Education), Northwestern
Eleanor R. Mosely (Education), Boston
George W. Patterson, III (Science, Mathematics), Columbia
Reginald C. Reindorp (Education), New Mexico
William J. Roach (French, Spanish), Catholic
Herman J. Sander (Philosophy), Elmhurst
Arthur R. Sayer (Astronomy), Northwestern
Warren C. Seyfert (Education), Harvard
Ross Stagner (Psychology), Akron
A. Stanley Trickett (History), Brothers
Frances Vardeman (Music), Louisiana State
William J. Wilkinson (Public Speaking), Iowa State
George Yphantis (Fine Arts), Montana

Academic Vacancies and Teachers Available

While the Association has recently voted to suspend its Appointment Service as a measure of economy under seemingly unfavorable conditions, the *Bulletin* is glad to render service to appointing officers and members by continuing the publication of the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. In the case of announcements of vacancies, it is optional with the appointing officer to publish the address in the announcement or to use a key number as heretofore. In the latter case members interested may forward their applications through headquarters. In case of teachers available an address may be included in the announcement or appointing officers may communicate with members through headquarters.

Vacancy Reported

Sociology and Political Science: Associate professor, man, Pacific Coast college. Ph.D., age 30 to 40, three years' teaching experience, Baptist church member. Appointment, February or September, 1937. Salary, \$2000. V 1076

Teachers Available

Chemical Engineering, Physical Chemistry: Ph.D. Ten years' experience teaching and ten years in industry. Employed in industry. Wishes teaching position. A 1371

Education and Sociology: Woman, graduate Teachers College, Columbia; three years' graduate work, Chicago. Methods and Techniques of Teaching, Community Organization with Technique of Group Work, etc. A 1372

History of Religion, Bible, Oriental History: Man, several years' teaching experience. Available within reasonable time after call. A 1373

Philosophy, Psychology: Man, 38, Ph.D. Northwestern. Thirteen years' exceptionally successful experience. Numerous publications. Travel. A 1374

Sociology: Man, married, Ph.D., post-doctoral work in clinical psychology. Extensive travel. Experience in social hygiene and family relations positions, and in college teaching. Publications. A 1375

Zoology: Ph.D., 36, married; 13 years' teaching experience; some in comparative anatomy, embryology, and histology; mostly in charge of elementary biology laboratory. A 1376

Zoology: Man, candidate Ph.D., February, 1937. Five years' teaching experience (embryology, comparative anatomy, ornithology, general zoology); research positions. Available 1937. A 1377